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ABSTRACT

This guide evaluates more than 130 training curricula that were published or completed in or after 1987 and are targeted to training direct service staff or trainers of direct service staff working with people with developmental disabilities. The reviews are organized alphabetically by publisher. Topics and issues that were used to categorize the content of each training curricula include: (1) administration/management issues; (2) case management/service coordination; (3) challenging behavior; (4) community integration and participation; (5) early intervention; (6) educational issues; (7) employment/adult day services; (8) family supports; (9) health care, safety, and emergency issues; (10) human sexuality; (11) individual assessment; (12) intervention/treatment programming; (13) introduction to developmental disabilities; (14) legal issues, self-advocacy, and individual rights; (15) medical issues; (16) personal care special needs; (17) physical special needs; (18) public policy/planning; (19) residential services; (20) sensory and communication needs; (21) services to person who are elderly; (22) staff development issues; (23) and transitions from school to adult life. Each review contains information on the curricula's target audience, structure and content, strengths and weaknesses, topics and issues, settings, instructional formats, instructional modes, and overall rating.(CR)

ED 407 802

A Guide to High Quality Direct Service Personnel Training Resources

Second Edition

Research and Training Center on
Residential Services and Community Living

Institute on Community Integration (UAP)

The College of Education
& Human Development
UNIVERSITY OF MINNESOTA

EC 305561

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Published May, 1997

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This evaluation project was completed by staff of the Research and Training Center on Residential Services and Community Living. The reviews in this guide reflect the opinions of the authors and are based on information available at the time of review.

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We would also like to thank all the publishers who willingly shared their training materials with us so that we could develop this guide.

Introduction

The Purpose of This Guide

Training high quality direct service personnel has always been an essential responsibility and major challenge for agencies providing services to people with developmental disabilities. However, as the number of people in the service delivery system has increased and locations of services have become increasingly decentralized, this challenge has increased for most community agencies. One of the most difficult issues regarding training direct service staff is the development, use, and evaluation of effective training curricula.

In an area where time and financial resources are perpetually in short supply, individual agencies are often hard pressed to develop and evaluate training curricula that yield high quality services. This publication is designed to assist agencies providing services to people with developmental disabilities in identifying, selecting and acquiring high quality training curricula that can assist them in providing training for their direct service personnel.

What's Included in This Guide

Materials included in this resource guide were requested from a variety of sources in all fifty states and the District of Columbia. These sources include:

- University Affiliated Programs
- State developmental disabilities program agencies
- State developmental disabilities planning councils
- Commercial publishers

Because some publishers offer hundreds of training materials, it was necessary to select a small sample of those materials for inclusion in this guide. When a specific curriculum was a part of a training series, an attempt was made to include all materials from that series. If additional materials were identified as a part of a series after the evaluation was completed, they were identified in the *Other Information* section but not reviewed.

The selection criteria for inclusion in this publication required that the materials were:

- Published or completed in or after 1987. Reviews which have been added since the first edition were all published after 1990.
- Designed primarily to train direct service staff or trainers of direct service staff working in all types of community settings where people with developmental disabilities live (including natural homes, foster homes, semi-independent living, and all types of group residences), work, or are educated.
- Designed to affect change in the knowledge, skills, or abilities of direct service staff members.

- Judged of at least *good* quality. Materials judged to be of *fair* or *poor* quality were excluded from this guide. Appendix H contains more information about the overall rating of materials.

How This Guide is Organized

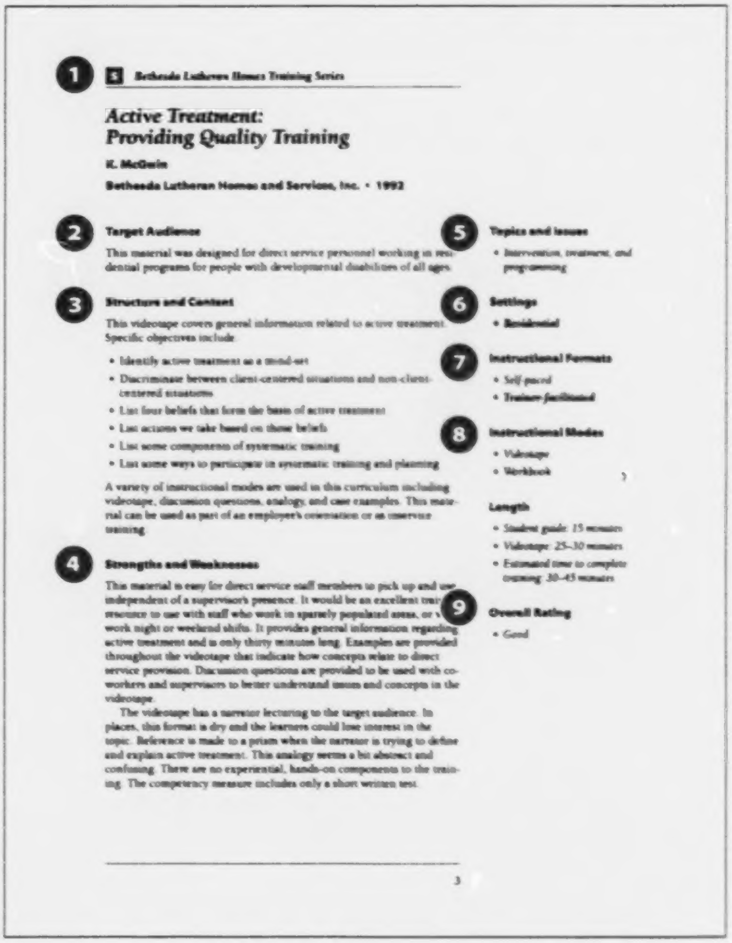
The reviews in this guide are organized alphabetically by publisher. Reviews of multiple materials from a single publisher are similarly listed alphabetically by title. Twenty-two training topics and issues were used to categorize the content of each training curricula. Appendix A contains a full list of these topics and descriptions of each. These topics and issues include:

- Administration/management issues
- Case management/service coordination
- Challenging behavior
- Community integration and participation
- Early intervention
- Educational issues
- Employment/adult day services
- Family supports
- Health care, safety, and emergency issues
- Human sexuality
- Individual assessment
- Intervention/treatment/programming
- Introduction to developmental disabilities
- Legal issues, self-advocacy, and individual rights
- Medical issues
- Personal care special needs
- Physical special needs
- Public policy/planning
- Residential services
- Sensory and communication needs
- Services to persons who are elderly
- Staff development issues
- Transition from school to adult life
- Other

All training curricula reviewed for this resource guide were evaluated according to a number of specific criteria. These criteria are highlighted on the following pages.

Information in Each Listing

Please note that a detailed explanation of the standards used to evaluate the materials in each section can be found in Appendix H.



S *Bethesda Lutheran Homes Training Series*

Active Treatment:
Providing Quality Training

K. McGwin

Bethesda Lutheran Homes and Services, Inc. • 1992

Target Audience

This material was designed for direct service personnel working in residential programs for people with developmental disabilities of all ages.

Structure and Content

This videotape covers general information related to active treatment. Specific objectives include:

- Identify active treatment as a mind-set
- Discriminate between client-centered situations and non-client-centered situations
- List four beliefs that form the basis of active treatment
- List actions we take based on those beliefs
- List some components of systematic training
- List some ways to participate in systematic training and planning

A variety of instructional modes are used in this curriculum including videotape, discussion questions, analogy, and case examples. This material can be used as part of an employer's orientation or as inservice training.

Strengths and Weaknesses

This material is easy for direct service staff members to pick up and use independent of a supervisor's presence. It would be an excellent trai resource to use with staff who work in sparsely populated areas, or w work night or weekend shifts. It provides general information regarding active treatment and is only thirty minutes long. Examples are provided throughout the videotape that indicate how concepts relate to direct service provision. Discussion questions are provided to be used with co-workers and supervisors to better understand issues and concepts in the videotape.

The videotape has a narrator lecturing to the target audience. In places, this format is dry and the learners could lose interest in the topic. Reference is made to a prism when the narrator is trying to define and explain active treatment. This analogy seems a bit abstract and confusing. There are no experiential, hands-on components to the training. The competency measure includes only a short written test.

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- ***Residential***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Videotape*
- *Workbook*

Length

- *Student guide: 15 minutes*
- *Videotape: 25–30 minutes*
- *Estimated time to complete training: 30–45 minutes*

Overall Rating

- *Good*

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9 · Overall Rating

The Overall Rating is a summary judgment of quality. Materials were rated on a five-point scale from excellent to poor.

8 · Instructional Modes

Lists the primary instructional modes used in the materials. Common modes include lecture, videos, and self-paced learning packets.

1 · Series

Indicates these materials are part of the publisher's series listed at the top of the page.

2 · Target Audience

Indicates the primary audience and notes the type of employment settings and service recipients to which the content applies.

3 · Structure and Content

Lists stated or implied objectives, instructional strategies, measurement of progress toward training goals, instructor qualifications, and ideal presentation timing.

4 · Strengths and Weaknesses

Summarizes the materials and provides examples of why given strengths or weaknesses are noted on the evaluation summary.

5 · Topics and Issues

Indicates which of the twenty-two identified topics are addressed.

6 · Settings

Indicates the types of services for which these materials are appropriate. Settings appearing in **bold** *are considered primary.*

7 · Instructional Formats

Formats appearing in **bold** *are considered primary. See page v for format descriptions.*

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10 · Evaluation Summary

Provides a quick visual summary of the materials' quality in nine critical areas. If the materials meet basic standards for a category, they are rated "acceptable" (**0**). *If they exceed the minimum standards in one or more important ways, that category is rated as a "strength"* (**+**). *If materials are deficient in one or more important ways, that category is rated as a "weakness"* (**–**). *See Appendix H for details on evaluation criteria. Please note that the sum of all the chart's ratings does not equal the total quality of the materials.*

11 · Other Information

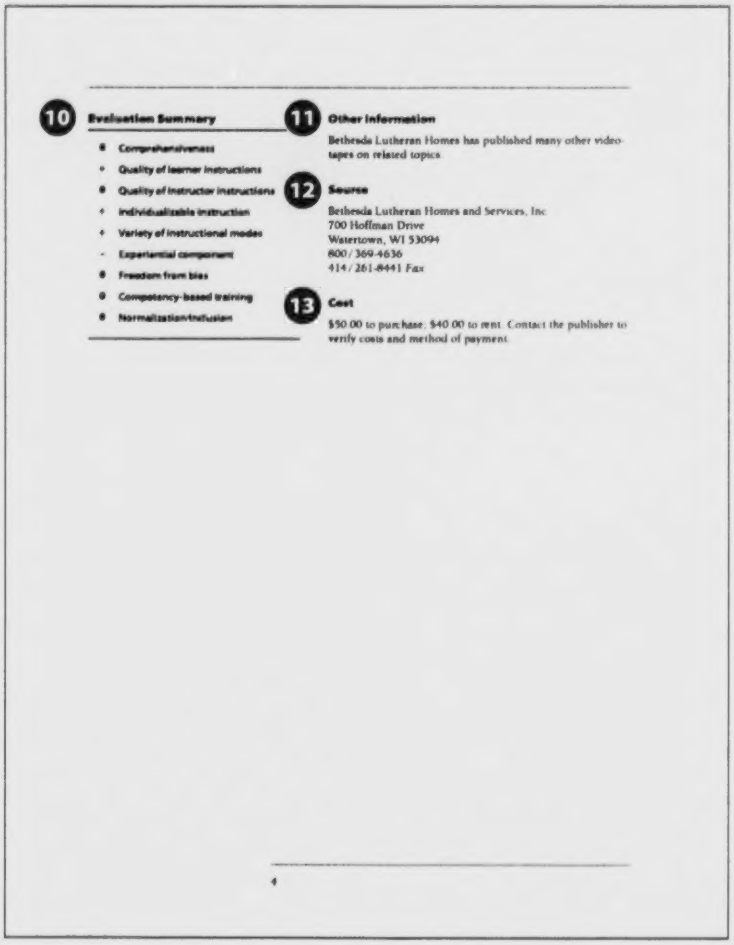
Indicates whether the materials are part of a series, certification system, or state-mandated training system, whether the publisher has other training materials available, and how to obtain additional information about related materials.

12 · Source

Indicates from whom the materials can be obtained.

13 · Cost

Prices are correct at the time of review. Readers are urged to verify costs and availability.



⑩ **Evaluation Summary**

- 0 Comprehensiveness
- + Quality of learner instructions
- 0 Quality of instructor instructions
- + Individualizable instruction
- + Variety of instructional modes
- – Experiential component
- 0 Freedom from bias
- 0 Competency-based training
- 0 Normalization/inclusion

⑪ **Other Information**

Bethesda Lutheran Homes has published many other videotapes on related topics.

⑫ **Source**

Bethesda Lutheran Homes and Services, Inc
700 Hoffman Drive
Watertown, WI 53094
800/369-4636
414/261-8441 Fax

⑬ **Cost**

$50.00 to purchase; $40.00 to rent. Contact the publisher to verify costs and method of payment.

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Instructional Formats

The materials in this guide make use of one or more of the four distinct instructional formats described below to deliver training.

- ***Self-paced:*** These materials are written primarily for direct service staff members and can be used by employees without a supervisor present. Examples include self-paced texts the employee reads before completing written exercises that are graded by a supervisor.
- ***Trainer-facilitated:*** These materials are written for both trainers and direct service staff. These are best used when a trainer is present and actively involved in the training session. These materials do not recommend or require that the trainer receive specific instruction on their use before using them with direct service staff members. Examples include workbooks, lecture notes, and videotapes with discussion sections a trainer must lead.
- ***Train-the-trainer:*** These materials are written primarily for trainers and are best used when trainers receive direct instruction on their use before teaching the material to direct service employees. Many of these materials, however, can also be used without this prior instruction. Examples include curricula designed by University Affiliated Programs to be taught first to trainers and then by the trainers to direct service staff members.
- ***Post-secondary education curriculum:*** These materials are written primarily for trainers in post-secondary settings to teach direct service staff or their trainers. These materials are usually taught during a specific interval (i.e., semesters or quarters) and are often used for pre-service training. Examples include syllabi and course readings.

Each evaluation identifies instructional formats for the material and each identifies the format best suited to the material in ***bold print.***

Future Updates of this Guide

This resource guide will be regularly updated. A World Wide Web version will be available in the fall of 1997 and will be updated quarterly. New printed editions will be made available every two years.

We would appreciate your assistance in identifying and securing quality training materials for training direct service providers across service settings for people with developmental disabilities. If you have developed materials or are familiar with materials developed by others, let us know about them too! For more information, or to send materials, please contact:

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Curriculum Reviews

The Community Options Program

Adelante Development Center, Inc. • 1992

Target Audience

This material is designed to be used by direct service providers working with individuals with developmental disabilities in community service settings.

Structure and Content

This curriculum reviews a variety of information related to the provision of support services in a community program. Although there are no explicitly stated goals or objectives, the module provides basic orientation level information on the following topics:

- Introduction to community options
- Community access and integration
- Educating the community
- Involving families
- Communication
- Assessments
- Selecting integration sites
- Developing training plans
- Instructional strategies
- Fostering friendships
- Safety and liability
- Transportation
- Documentation
- Case management
- Community resources
- General agency forms
- Volunteering

This material is designed for use during orientation for new employees. The primary instructional strategy is reading a self-paced learning package. The material contains stop-and-review sections, but there are no other means of measuring an individual's mastery of this information.

Strengths and Weaknesses

The self-paced component of this curriculum makes it easily accessible to all staff working at a variety of times throughout the day. The training does not require direct supervision. This training material emphasizes community integration, the importance of choice and preference, cultural issues in providing services, and the need to respect and work closely with families.

Topics and Issues

- *Case management/service coordination*
- *Community integration and participation*
- *Family supports*
- *Health care, safety, and emergency issues*
- *Intervention, treatment, and programming*
- *Individual assessment*
- *Residential services*
- *Service coordination*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***

Instructional Modes

- *Self-paced learning package*

Length

- *Student manual: 86 pages*
- *Estimated time for completion: 8–10 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
-	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

The materials are brief and only review basic information on these topics. There are no competency measures or learning objectives for this material.

Other Information

This curriculum was designed to be used by staff working in the Community Options Program, both residential and day placement. Volunteering and "giving back" to one's community are a major emphasis of the service. The publisher has now instituted a full eight-hour training seminar to supplement the written material with questions and answers as well as stories of individuals' volunteer time and other social interactions. The one-day training may be scheduled by contacting the address below.

Source

Adelante Development Center, Inc.
4906A Jefferson NE
Albuquerque, NM 87109
Contact: Jane D. Weis
505/344-0617
505/344-0723 *Fax*

Cost

$30.00 each. The charge for the one-day training is a reasonable consulting fee plus expenses. Contact the publisher to verify the cost and method of payment.

Active Treatment: Providing Quality Training

K. McGwin

Bethesda Lutheran Homes and Services, Inc. • 1992

Target Audience

This material was designed for direct service personnel working in residential programs for people with developmental disabilities of all ages.

Structure and Content

This videotape covers general information related to active treatment. Specific objectives include:

- Identify active treatment as a mind-set
- Discriminate between client-centered situations and non-client-centered situations
- List four beliefs that form the basis of active treatment
- List actions we take based on those beliefs
- List some components of systematic training
- List some ways to participate in systematic training and planning

A variety of instructional modes are used in this curriculum including videotape, discussion questions, analogy, and case examples. This material can be used as part of an employee's orientation or as inservice training.

Strengths and Weaknesses

This material is easy for direct service staff members to pick up and use independent of a supervisor's presence. It would be an excellent training resource to use with staff who work in sparsely populated areas, or who work night or weekend shifts. It provides general information regarding active treatment and is only thirty minutes long. Examples are provided throughout the videotape that indicate how concepts relate to direct service provision. Discussion questions are provided to be used with co-workers and supervisors to better understand issues and concepts in the videotape.

The videotape has a narrator lecturing to the target audience. In places, this format is dry and the learners could lose interest in the topic. Reference is made to a prism when the narrator is trying to define and explain active treatment. This analogy seems a bit abstract and confusing. There are no experiential, hands-on components to the training. The competency measure includes only a short written test.

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- ***Residential***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Videotape*
- *Workbook*

Length

- *Student guide: 15 minutes*
- *Videotape: 25–30 minutes*
- *Estimated time to complete training: 30–45 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
+	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
0	Freedom from bias
0	Competency-based training
0	Normalization/inclusion

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
800/369-4636
414/261-8441 *Fax*

Cost

$50.00 to purchase; $40.00 to rent. Contact the publisher to verify costs and method of payment.

Attain I: Interactions That Teach

D. Morstad

Bethesda Lutheran Homes and Services, Inc. • 1993

Target Audience

This material is designed to be used for learners and instructors who are paraprofessionals or direct caregivers and for instructors who are professional and first-line supervisors. It is appropriate for use in varied settings serving people with varied types of disabilities.

Structure and Content

This training module provides introductory information about mental retardation and developmental disabilities. The stated objectives of the training are that the learner will be able to:

- List and demonstrate actions which do or do not convey respect for other people
- List and demonstrate words and language which is or is not respectful and appropriate to use with other people
- List topics to talk about with other people
- Relate the contents of the brochure *Interacting with People Who are Mentally Retarded*
- Identify staff behaviors which contribute to respectful listening
- Identify situations in which clients are uninvolved in activities
- Describe appropriate interventions to use with uninvolved clients
- Demonstrate Level 1 interaction skills in the regular work setting

This material is designed for preservice and orientation training. It uses lecture, demonstration/modeling and follow-along materials as instructional strategies. The competency measures for this material include performance / skill demonstrations following sessions at the work site and written exercises and assignments throughout the training.

Strengths and Weaknesses

The content of this training is appropriate for direct service staff with no previous experience. Examples are shown which relate the material to the workplace and learners are asked to go to the workplace to demonstrate the skills learned. The content of this training places a heavy emphasis on teaching and intervening and less on the values of support and self-determination.

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Instructor's manual*
- *Lecture*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 3 pages*
- *Student materials: 7 pages*
- *Videotape: 28 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Good*

BEST COPY AVAILABLE

Evaluation Summary

0	Comprehensiveness
0	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
0	Freedom from bias
+	Competency-based training
0	Normalization/inclusion

Other Information

The name ATTAIN stands for *Active Teaching, Training, and Involvement.*

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
Contact: Linda Sires or Thomas Heuer
414/261-3050
800/369-4636

Cost

$50 per copy. Contact the publisher to verify the cost and method of payment.

Death and Dying

Bethesda Lutheran Homes and Services, Inc. • 1990

Target Audience

This training material was designed for direct service staff who work in residential programs for persons of all ages with developmental disabilities. It is appropriate for use across a variety of settings serving people with and without disabilities of all ages. It is particularly useful in settings serving persons who are older.

Structure and Content

This curriculum covers information related to death and dying. Specific topics include:

- Discusses living and the life process as preparation for death
- Discusses sensitivity to death and personal influences related to death (i.e., age, sex, culture, religion and personal experience)
- Provides information on a nursing background related to intervention for people who are dying
- Provides information on a social work background related to death and dying
- Reviews how to assist people with mental retardation who are dying
- Reviews how to assist families who have someone who is dying
- Reviews how to assist someone with mental retardation when someone in their family has died
- Reviews the grief process as related to culture

This material is designed to be used by employees during inservice training. Didactic information and case studies are both used as instructional methods. Written assignments during the training experience are designed to identify staff competence.

Strengths and Weaknesses

The content included in this material is comprehensive and useful in settings where there are people living who are aging and or have recently experienced the death of a loved one. However, the way in which the information is presented is not stimulating as the presenters appear to be reading from cue cards – a style which is also distracting. Information on cultural issues and the different ways in which people grieve is also included.

Although not specifically stated, the material is designed to be used when instructors are present to field questions and lead a discussion. Specific discussion questions are not provided for the instructor to use.

Topics and Issues

- *Health care, safety, and emergency issues*
- *Intervention, treatment, and programming*
- *Services to persons who are elderly*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Videotape*
- *Worksheet*

Length

- *Videotape: 30 minutes*
- *Estimated time to complete training: 45 minutes*

Overall Rating

- *Good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
N/A	Experiential component
0	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
800/369-4636
414/261-8441 *Fax*

Cost

$50.00 to purchase; $40.00 to rent. Contact the publisher to verify costs and method of payment.

Fire Safety

Bethesda Lutheran Homes and Services, Inc. • 1989

Target Audience

This material was designed for direct service personnel working in residential programs for people with developmental disabilities. However, it is appropriate for use with direct service staff working in various settings which provide services to people with developmental disabilities.

Structure and Content

This curriculum covers general information related to fire safety. Specific objectives include:

- Review causes of fires
- Review need for fire escape plan
- Discuss need for fire drills
- Review internal and external egresses
- Describe what to tell 911 in a fire emergency
- Discussion of fire drill evacuation procedures
- Review fire hazards
- Review classification of fires A, B, C, and D; types of extinguisher used for each classification, and safety with extinguisher
- Review stages of fire

Case studies and didactic information are used as instructional strategies. This material is designed to be used as a part of an employee's orientation or as inservice training. A summative written test is used as a competency measure for this material.

Strengths and Weaknesses

This videotape provides comprehensive information regarding fires in residential settings. Supporting facts are used throughout the material to support the information provided. This material would be easy for agencies to use with all employees as it is short and easy to understand. The competency measures match the stated objectives.

The material shows examples of fire situations in group homes but it does not include examples with consumers involved nor does it include information on the need to teach consumers about fire safety. Experiential components and demonstration of skill are not required or suggested in this material.

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Topics and Issues

- *Health care, safety, and emergency issues*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Videotape*
- *Workbook*

Length

- *Videotape: 28 minutes*
- *Estimated time to complete training: 45 minutes*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
-	Experiential component
-	Freedom from bias
+	Competency-based training
0	Normalization/inclusion

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
800/369-4636
414/261-8441 *Fax*

Cost

$50.00 to purchase; $40.00 to rent. Contact the publisher to verify costs and method of payment.

Gentle Supervision III: Coaching and Correcting Staff

K. McGwin

Bethesda Lutheran Homes and Services, Inc. • 1993

Target Audience

This material is designed to be used for learners and instructors who are first-line supervisors and for professional instructors working in varied settings serving people with disabilities.

Structure and Content

This training module provides information about administrative and management issues. The stated objectives of the training are that the learner will be able to:

- Describe coaching
- Describe how coaching differs from other means used to supervise
- List reasons for the difficulties presented in supervising in the health care field
- List some failures of supervisors
- List some reasons why supervisors fail to correct or coach
- Identify some ways of getting over the fear and guilt of supervision

This material is designed to be used for orientation and training seminars. It uses lectures, demonstration / modeling, and follow-along materials as instructional strategies. The competency measures for this material include a worksheet to self-evaluate the learners' coaching techniques as well as a plan to write to begin utilizing the materials presented in the video.

Strengths and Weaknesses

The training could easily be used by different types of providers and for individual instruction. Good examples are used, but there is not an experiential component to the training: this could be remedied by the instructor adding role playing exercises. There are no references cited to support the content or to refer the learner to other resources.

The material is consistent, for the most part, with maintaining a focus on what's best for the consumer.

Other Information

This module is the third in a three-part series for supervisors and administrators. Each module provides a focus on the "respect and worth of all employees."

Topics and Issues

- *Administrative / management issues*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Handout masters*
- *Instructor's manual*
- *Lecture*
- *Videotape*

Length

- *Student materials: 7 pages*
- *Instructor materials: 3 pages*
- *Videotape: 58 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
+	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
-	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffmann Drive
Watertown, WI 53094
Contact: Linda Sires or Thomas Heuer
414/261-3050
800/369-4636

Cost

$50 per copy for purchase; $40 per copy to rent (rent fee applies towards purchase). Contact the publisher to verify the cost and method of payment.

How to Get People to Work Together

D. West

Bethesda Lutheran Homes • 1992

Target Audience

This material is designed to be used by academic students, professional staff, paraprofessionals or direct care staff, first-line supervisors-in-training, professional instructors, and first-line supervisors. It is appropriate for use in varied settings serving people with disabilities.

Structure and Content

This training module provides information for case management and service coordination around the topics of effective communication and conflict resolution. The stated objectives of the training are that the learner will be able to:

- List when conflict can be good and healthy
- List when conflict becomes destructive
- List techniques of effective communication and conflict resolution

This material is designed for use with inservice training. It uses demonstration / modeling and lecture as an instructional strategies. The competency measures for this material include a written post-test and written exercises and assignments throughout the training.

Strengths and Weaknesses

This training is directed at any member of the interdisciplinary team. There are clear objectives and outcome measures; however, both focus on written knowledge. Although the material includes role-played vignettes, it does not contain any provision for the learner to apply the material to his or her own work place. There is no reference to other material to support the content or to provide the learner with further information.

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Topics and Issues

- *Administrative / management issues*
- *Case management / service coordination*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Instructor's manual*
- *Lecture*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 3 pages*
- *Student materials: 4 pages*
- *Videotape: 34 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
-	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

Source

Bethesda Lutheran Homes and Services
700 Hoffman Drive
Watertown, WI 53094
Contact: Linda Sires or Thomas Heuer
414/261-3050
800/369-4636

Cost

$50 per copy for purchase; $40 per copy to rent (rent fee applies toward purchase).

Medication Side Effects

Bethesda Lutheran Homes and Services, Inc. • 1989

Target Audience

This material was designed for direct service personnel working in residential programs for people with developmental disabilities of all ages. It is also appropriate for use with direct service personnel in a variety of other settings that provide services to persons with developmental disabilities.

Structure and Content

This videotape covers general information on side effects for psychotropic medications. Specific topics include:

- Definition of medications and how they work in the body
- Four classifications drugs: anti-anxiety, anti-convulsant, anti-psychotic, and anti-depressant
- Definition of side effects with examples of anti-psychotics
- Definition of tardive dyskinesia (TD) and twenty clinical vignettes related to TD
- Definition of anti-anxiety side effects
- Definition of anti-depressant side effects
- Definition of anti-convulsant side effects
- Factors that influence or modify drug action
- Procedures for reporting medication side effects
- Routes of entry for medications and absorption and excretion rates

A variety of instructional modes are used in this curriculum including: videotape, didactic presentation, and self-paced worksheets. The materials can be used as part of an employee's orientation or as inservice training. Although designed to be used by providers of residential services, it would be appropriate for any agency where paraprofessionals dispense medications or supervise persons who take medications.

Strengths and Weaknesses

This training material provides very complete information on the side effects of medications that fall into the medication classifications of anti-anxiety, anti-depressant, anti-psychotic and anti-convulsant. It does not provide information on over-the-counter medication or medications that fall into other medication classes. This information could be used in a variety of settings and relays information in a relatively short period of time. Extremely comprehensive information, including twenty case examples, are provided regarding Tardive Dyskinesia (TD).

There are no specifications in the material regarding the qualifica-

Topics and Issues

- *Health care, safety, and emergency issues*
- *Medical issues*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Videotape*
- *Workbook*

Length

- *Student guide: 10 pages*
- *Videotape: 38 minutes*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
-	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

tions of the instructor. Further, the materials do not suggest that an instructor be present during training. However, the information in the videotape is complex, and many employees would need the opportunity to ask questions and seek clarification during training.

The information is presented in a somewhat dry fashion and it appears that the presenters are reading from cue cards. Although the content is comprehensive, it lacks experiential components and skill demonstration opportunities. Additionally, the written test is difficult. Finally, with the exception of the TD component, the videotape does not provide concrete examples or applications of the concepts.

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Source

Bethesda Lutheran Home and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
800/369-4636
414/261-8441 *Fax*

Cost

$50.00 to purchase; $40.00 to rent. Contact the publisher to verify the cost and method of payment.

Offering and Encouraging Choice-Making

D. Ford & S. Berg

Bethesda Lutheran Homes and Services, Inc. • 1993

Target Audience

This material is designed to be used for learners and instructors who are professional first-line supervisors and paraprofessionals or direct care staff. It is appropriate for use in varied settings serving people with disabilities.

Structure and Content

This training module provides introductory information on mental retardation and developmental disabilities. The stated objectives of the training are that the learner will be able to:

- Describe reasons why giving choice is important
- Identify choice making opportunities throughout the day as teachable moments (making use of incidental learning)
- Demonstrate how to teach choice making skills
- Demonstrate ways of offering choices to clients with lower skills
- Demonstrate ways of offering choices to clients with higher skills
- List benefits of providing choices for clients

This material is designed to be used for preservice, orientation, and inservice training. It uses lectures, demonstration/modeling, and follow-along materials as instructional strategies. The competency measures for this material include a written post-test and written exercises and assignments throughout the training.

Strengths and Weaknesses

The content is clear, concrete, and comprehensively covers the practical front-line issues of facilitating choice. Important points are summarized at the end. There is a discrepancy between the objectives and the competency measures as the objectives talk about demonstrating various skills and the competency measures only test the participant's ability to list or describe information. Examples are provided in the video but the material could be improved with the use of discussion questions designed to transfer the information to the learner's own work environment. The material could be easily adapted for individualized instruction. There are no references cited to support the content or to provide the learner with resources for further learning. Although the material emphasizes self-determination and promotes contemporary values, it is weak in its degree of freedom from bias and respect for disability.

Topics and Issues

- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Values and principles*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Demonstration/modeling*
- *Follow-along materials*
- *Instructor's manual*
- *Lecture*
- *Student workbook/manual*
- *Videotape*

Length

- *Instructor materials: 3 pages*
- *Student materials: 5 pages*
- *Videotape: 31 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Good*

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
-	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

Other Information

Bethesda Lutheran Homes has produced many other videotapes on related topics.

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffmann Drive
Watertown, WI 53094
Contact: Linda Sires or Thomas Heuer
414/261-3050
800/369-4636

Cost

$50 per copy for purchase; $40 per copy for rent (rent fee applies towards purchase). Contact the publisher to verify the cost and method of payment.

Respecting Others

Bethesda Lutheran Homes and Services, Inc. • 1990

Target Audience

This material was designed for direct service personnel working in residential programs for people with developmental disabilities. However, it is appropriate for use with direct service employees working in a variety of settings which provide services to people with developmental disabilities.

Structure and Content

This curriculum covers general information related to what direct service employees can do to get along with their co-workers. Specific objectives include:

- Defining respect
- Describing why respecting others is important
- Identifying behaviors that display disrespect and how people feel when others are disrespectful toward them
- Identifying behaviors that display respect and how people respond when people are respectful toward them

Demonstration, modeling, a self-paced worksheet, and observation of a demonstrated group process are used as instructional strategies. This material is designed to be used as inservice training. Written assignments during the training and a summative written test are used a competency measures for this material.

Strengths and Weaknesses

This videotape discusses how to respect co-workers in the work place. Role plays and interviews with staff members are used to provide information on disrespectful and respectful types of behavior. The role plays used to demonstrate specific situations include many examples of interacting with various members of the interdisciplinary team. Examples of gossip and other subtle types of disrespectful behavior are provided. The material provides information that could be used to teach this content in many work environments not limited to the developmental disabilities arena. Instructions are provided to the learner on how to use the material, it is self-paced and is thus flexible for use with employees whose schedules make it difficult to reach them for training.

The videotape is over an hour-long and the information is presented in a dry manner and could convey the same message in less time if it were edited into a shorter form. Most of the role plays present information on interactions with professionals in an office situation. The videotape lacks examples of typical scenarios which might arise between co-workers in a home setting.

Topics and Issues

- *Staff development*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Videotape*
- *Workbook*

Length

- *Videotape: 60 minutes*
- *Estimated time to complete training: 1.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
-	**Quality of instructor instructions**
-	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
N/A	**Normalization/inclusion**

The written competency measure does not include questions related to specific things staff can do on their job to relay respect to their co-workers.

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
800/369-4636
414/261-8441 Fax

Cost

$50.00 to purchase; $40.00 to rent. Contact the publisher to verify the cost and method of payment.

Talking with People Who Are Mentally Retarded

K. McGwin

Bethesda Lutheran Homes and Services, Inc. • 1993

Target Audience

This material is designed to be used by paraprofessionals or direct care staff, administration, instructors for paraprofessionals, or direct care staff and first-line supervisors. It is appropriate for use in varied settings serving people with disabilities.

Structure and Content

This material is designed to be used as an introduction to mental retardation and developmental disabilities, and provides information about how to communicate with someone who is nonverbal. After participating in the training, a learner will be able to:

- Describe who we mean when we say *nonverbal*
- List some mistakes we make when we interact with people who are nonverbal
- List some basic assumptions we should make when we talk to someone who is nonverbal
- List some characteristics of positively talking to people who are nonverbal
- List some positive effects of talking to someone who is nonverbal

This material is designed for use with preservice, orientation, and inservice training. It uses a variety of instructional strategies, including lecture, demonstration / modeling, and follow-along materials. There are no competency measures included in the materials.

Strengths and Weaknesses

The material does a good job of encouraging inclusion and normalization for people with disabilities and can be adapted for individualized instruction. The material adequately covers its stated goals but does not provide opportunities for testing competency or transferring the information learned to the work environment. There are no references to support the content or to direct the learner to further information. Some of the learner instructions are unclear.

Other Information

Comes with the booklet *Interacting with People Who Are Mentally Retarded.*

Topics and Issues

- *Introduction to developmental disabilities*
- *Sensory and communication needs*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Handout masters*
- *Instructor's manual*
- *Lecture*
- *Videotape*

Length

- *Instructor materials: 3 pages*
- *Student materials: 3 pages*
- *Videotape: 54 minutes*
- *Estimated time for completion: 1 hour*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
-	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
0	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Bethesda Lutheran Homes and Services
700 Hoffman Drive
Watertown, WI 53094
Contact: Linda Sires or Thomas Heuer
414/261-3050
800/369-4636

Cost

$50 per copy for purchase; $40 per copy for rental (rent applies toward purchase). Contact the publisher to verify the cost and method of payment.

When You're At the End of Your Rope

S. Berg & V. Tegtmeier

Bethesda Lutheran Homes and Services, Inc. • 1992

Target Audience

This material is designed to be used for learners and instructors who are professionals, first-line supervisors, and paraprofessionals or direct caregivers working with people with disabilities.

Structure and Content

This training module provides information regarding intervention for staff development. The stated objectives of the training are that the learner will be able to:

- List and describe some common myths about stress
- List and describe positive and negative aspects of stress
- Describe some circumstances which may lead to negative effects of stress
- Identify specific circumstances in his or her own life which may lead to negative effects of stress
- Identify actions she or he can take to deal with negative effects of stress

This material is designed for inservice training. It uses lecture, classroom discussion and follow-along materials as instructional strategies. The competency measures for this material include a written post-test and written exercises and assignments throughout the training.

Strengths and Weaknesses

The material uses multiple modes of instruction and can be adapted for individualized instruction. Learner instructions are clear. The material covers its stated outcomes but does not contain examples or an experiential component to transfer the information to the work environment. The video features people who are reading a script and this can be distracting to the learner. It uses a significant amount of religious material such as religiously-oriented affirmations.

Other Information

Bethesda Lutheran Homes has published many other videotapes on related topics.

Topics and Issues

- *Staff development issues*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Instructor's manual*
- *Lecture*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 3 pages*
- *Student materials: 7 pages*
- *Videotape: 22 minutes*
- *Estimated time for completion: 1 hour*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
+	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
N / A	Freedom from bias
+	Competency-based training
N / A	Normalization/inclusion

Source

Bethesda Lutheran Homes and Services, Inc.
700 Hoffman Drive
Watertown, WI 53094
Contact: Linda Sires or Thomas Heuer
414/261-3050
800/369-4636

Cost

$50 per copy purchase; $40 per copy for rent (rent fee applies towards purchase). Contact the publisher to verify the cost and method of payment.

Your Place or Mine?

B. Lanx & C. Moral-Lanx

Creative Management Associates / Illinois Planning Council on Developmental Disabilities • 1992

Target Audience

This material is designed to be used for learners and instructors who are first-line supervisors and paraprofessionals or direct care staff working in residential services for people with disabilities.

Structure and Content

This training module provides information regarding residential services and consumer-controlled housing. The stated objectives of the training are that the learner will learn about:

- The importance of home
- Relationships
- Control of housing
- Fundamentals of real estate
- Budgeting for your own home
- Housing resources

This material is designed to be used by direct service staff to teach and empower self-advocates. It uses case studies and reading as instructional strategies. There are no competency measures included in this material.

Strengths and Weaknesses

Although this book was written for self-advocates, it would be valuable for direct service staff to use in supporting self-advocates. As it was not designed as a training resource, it lacks many of the criteria of effective training resources (e.g., competency measures, experiential training, and multiple modes of instruction). However, it includes information about supporting people with disabilities in their own homes. It gives helpful examples to make the material clearer and provides practical forms to be used by readers in doing their own budgeting. The book places a strong emphasis on consumers taking control of their own lives.

Other Information

Other training materials are available from this source.

Topics and Issues

- *Consumer-controlled housing*
- *Residential services*

Settings

- ***Residential***

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Case studies*
- *Reading*
- *Student workbook / manual*

Length

- *Student and instructor materials: 80 pages*
- *Estimated time for completion: 2 hours*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
N / A	Quality of learner instructions
N / A	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
0	Experiential component
0	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Creative Management Associates
PO Box 5488
Portsmouth, NH 03802
312/814-2080 – *Illinois Planning Council on DD*
312/814-7141 *Fax*

Cost

Contact the publisher to verify the cost and methods of payment.

Dakota, Inc. Training Manual and Coaching Manual

Dakota, Inc. • 1993

Target Audience

This material is designed to be used for learners and instructors who are first-line supervisors and direct service workers. It is appropriate for use in varied settings serving people with disabilities.

Structure and Content

The *Training* and *Coaching* manuals include modules covering the following topics:

- Checklists
- Understanding Dakota
- Understanding developmental disabilities
- Planning
- Providing assistance
- Community connections
- Communication
- Providing positive behavior support
- Employment
- Systematic training
- Personnel policies
- Selecting and coaching a new team member

This material is designed for orientation and training seminars. It uses self-paced learning packages and practice exercises as instructional strategies. The competency measures used include performance / skill demonstration throughout training sessions, a written post-test, and suggested performance demonstrations are included for some of the modules.

Strengths and Weaknesses

These modules provide a thorough and systematic overview of employee training in a day training and habilitation program as well as topics applicable to both day and residential service providers. The training is designed for individual instruction. It would be enhanced by using multiple modes of instruction like examples, a video, or opportunities for small group discussions. This material is exceptional in its respect for people with disabilities and its emphasis on services which are person-directed, person-centered, capacity building, network building, and outcome-based.

Topics and Issues

- *Administrative / management issues*
- *Case management / service coordination*
- *Challenging behavior*
- *Employment and adult day services*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Personal care special needs*
- *Physical special needs*
- *Sensory and communication needs*

Settings

- *Residential*
- *Vocational*

Instructional Formats

- *Self-paced*

Instructional Modes

- *Practice exercises*
- *Student workbook / manual*

Length

- *Instructor materials: 35 pages*
- *Student materials: 500 pages*
- *Estimated time for completion: 2 hours / module*

Overall Rating

- *Excellent*

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Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Other Information

The modules come in a three-ring binder. Dakota, Inc. grants permission to reproduce training manual content with credit to the author.

Source

Dakota, Inc.
1380 Corporate Center Curve #305
Eagan, MN 55121
Contact: Hans Swemlie
612/454-2732
612/454-3174 *Fax*

Cost

$275 for printed copy; $ 500 for computer disk version; $650 for both; $25 per individual training module. Contact the publisher to verify the cost and method of payment.

As I Am

J. Brodie

Fanlight Productions • 1990

Target Audience

This material is designed to be taught to direct service workers and instructors who teach direct service workers.

Structure and Content

The video features several people with a developmental disability talking about themselves and their lives. It is intended to show that they have the same hopes and feelings, and that they have abilities and engage in most of the same activities, as people without disabilities. This material is designed for use with preservice and orientation training. It uses instructional strategies such as case studies and lecture. There are no competency measures included in the materials.

Strengths and Weaknesses

The video, which is moderated by a person with a disability, provides excellent, vivid examples of people with developmental disabilities and does an excellent job of showing them as being more like than dislike other people. The content of the video counters many disability stereotypes, however: a conversation in a group home makes it clear that staff make dinner when the people living there are apparently able to at least assist, if not cook, independently. People of different racial and ethnic backgrounds are shown. The video is appropriate across all types of providers and can easily be used for individual instruction. It does not include an experiential learning component or provisions to transfer knowledge to the work environment and is not competency-based.

Other Information

Fanlight Productions has other training materials available in areas of health care, mental health, and disability issues.

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***

Instructional Modes

- *Case studies*
- *Lecture*
- *Videotape*

Length

- *Videotapes: 20 minutes*
- *Estimated time for completion: 30 minutes*

Overall Rating

- *Very good*

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Evaluation Summary

+	Comprehensiveness
N / A	Quality of learner instructions
N / A	Quality of instructor instructions
+	Individualizable instruction
-	Variety of instructional modes
0	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

Source

Fanlight Productions
47 Halifax Street
Boston, MA 02130
Contact: Karen McMillen
617/524-0980
800/937-4113
617/524-8838 *Fax*

Cost

$195 per video. $50 per rental per day. Contact the publisher to verify the cost and method of payment.

Business As Usual

S. Kozak

Fanlight Productions • 1993

Target Audience

This material is designed to be used instructors of direct service workers. It is appropriate for use in vocational settings serving people with disabilities.

Structure and Content

The video features information about businesses owned by people with disabilities and the programs that support them. It uses international examples from Kenya, the Philippines, Jamaica, and the United States. This material is designed for use with inservice training and for general information. It uses lecture and demonstration / modeling as instructional strategies. There are no competency measures included in the materials.

Strengths and Weaknesses

The material is strong in providing examples of how consumer-owned businesses can look but less specific about what is needed to initiate and support them. This material is appropriate for a limited audience – perhaps only people who are interested in developing this type of program. The video does an excellent job of providing cross-cultural, cross-gender examples and of using people-first language and avoiding stereotypes of people with disabilities. It is strong in presenting examples of self-determination and services based on values of community inclusion, interdependence, and natural supports. It is weak in many of the criteria of effective training but this is not its primary intended purpose.

Other Information

Fanlight Productions has other training materials available in areas of health care, mental health, and disability issues.

Topics and Issues

- *Community integration and participation*
- *Employment and adult day services*

Settings

- ***Vocational***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Demonstration / modeling*
- *Videotape*

Length

- *Videotapes: 40 minutes*
- *Estimated time for completion: 45 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
-	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
0	**Individualizable instruction**
-	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/Inclusion**

Source

Fanlight Productions
47 Halifax Street
Boston, MA 02130
Contact: Karen McMillen
617/524-0980
800/937-4113
617/524-8838 *Fax*

Cost

$195 per video. $50 per rental per day. Contact the publisher to verify the cost and method of payment.

Understanding Autism

S. Newman

Fanlight Productions • 1993

Target Audience

This material is designed to be used by direct service workers and trainers of direct service workers. It is appropriate for use in multiple settings.

Structure and Content

The video gives an overview of autism, describes the behavioral symptoms, and describes a behavior management approach to managing these symptoms. It also describes a successful program that teaches children with autism.

This material is designed for use with inservice, preservice, or orientation training. It uses instructional strategies such as demonstration/modeling and lecture. There are no competency measures included in the materials.

Strengths and Weaknesses

This video supplies a good overview of autism for someone unfamiliar with the condition. As it is simply a video, it does not meet many of the criteria for effective training materials. The lecturer speaks very rapidly and does not pause between points, which often makes it difficult to grasp and remember the material. There are no resources given for further learning. The video presents examples featuring people from different racial and cultural backgrounds. It uses people-first language and avoids stereotypes of people with autism.

Other Information

Fanlight Productions has other training materials available in areas of health care, mental health, and disability issues.

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Demonstration/modeling*
- *Lecture*
- *Videotape*

Length

- *Videotape: 19 minutes*
- *Estimated time for completion: 30 minutes*

Overall Rating

- *Good*

Evaluation Summary

+	Comprehensiveness
N / A	Quality of learner instructions
N / A	Quality of instructor instructions
+	Individualizable instruction
-	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Fanlight Productions
47 Halifax Street
Boston, MA 02130
Contact: Karen McMillen
617/524-0980
800/937-4113
617/524-8838 *Fax*

Cost

$195 per video. $50 per rental per day. Contact the publisher to verify the cost and method of payment.

Transporting Passengers with Special Needs: A Coaching Program

FLI Learning Systems • 1993

Target Audience

This material is designed to be used by direct service workers who provide transportation to children and adults with disabilities.

Structure and Content

This training was designed for drivers who transport passengers with special needs. It reviews topics such as vehicle inspection, safe driving considerations, and procedures for assisting, securing, and communicating with passengers.

Much of the information is applicable to direct service personnel. It is intended to be used as a training seminar that is facilitated by a trainer. It would not be readily adapted for individual instruction as much of the training involves group activities and instructor modeling and demonstration. Competency is measured by skill demonstrations and written exercises.

Strengths and Weaknesses

There are no goals or objectives given for the training but competency is measured extensively. There are discussions, group activities, and role-play exercises throughout the training that provide experiential learning and transfer the information to the work environment. No additional references or resources are cited. Instructor instructions are exceptionally clear and detailed. There is information regarding wheelchair lifts and tie-downs as well as tips to use in assisting passengers with visual and hearing impairments, passengers who are mentally confused, and passengers who need assistance to stand.

Other Information

Other training materials are available from the publisher.

Topics and Issues

- *Community integration and participation*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Classroom discussion*
- *Demonstration / modeling*
- *Instructor's manual*
- *Lecture*
- *Panel / guest speaker*
- *Practice exercises*
- *Small discussion groups*
- *Student workbook / manual*
- *Videotape*

Length

- *Student materials: 32 pages*
- *Instructor materials: 56 pages*
- *Estimated time for completion: 6–8 hours*

Overall Rating

- *Good*

Evaluation Summary

-	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
-	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
N/A	Freedom from bias
0	Competency-based training
N/A	Normalization/inclusion

Source

National Safety Council
1121 Spring Lake Drive
Itaska, IL 60143
800/621-6244

Cost

$400 per facilitator manual and VHS video presentation; $3.15 per student response book. Special prices are available for members of the National Safety Council.

A Celebration of Health: Nutrition in Community Residences for People with Developmental Disabilities

Georgetown University
Child Development Center (UAP) • 1992

Target Audience

This material is designed for direct service employees working in community residential services. It is appropriate for use by employees who prepare or assist individuals with developmental disabilities to plan and prepare meals.

Structure and Content

This curriculum covers good nutrition, and fostering independence, productivity and choice in all food-related aspects of daily living.

This material is designed to be used as a part of an employee's orientation, however is also appropriate for inservice training. Anecdotes, case studies and a self-paced learning package are included as possible instructional strategies. There are no specified competency measures for this material.

Strengths and Weaknesses

A list of additional materials available on the topic of nutrition and food in residential services is included. The information in this specific training packet provides a good basic overview of issues related to nutrition and food. It could be used by a wide variety of providers serving people with varied disabilities. The principles of normalization, least restrictive environment, age-appropriateness and people-first language are emphasized throughout the videotape and training package.

More specific instructions on how the participant should use the materials are needed. Although examples of how the material relates to direct service job tasks is provided, there are no competency measures or required application of the material to an employees specific work situation. The materials do not include information on the implementation of special diets (e.g., low-sodium, reduced calorie, low-fat, high calorie) or the impact of regulatory processes on meal preparation.

Source

Georgetown University Child Development Center
3800 Reservoir Road NW
Washington, DC 20007-2197
Contact: Dee Slayton or Marisa Brown
202/687-8807
202/687-1954 *Fax*

Topics and Issues

- *Health care, safety, and emergency issues*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Participant manual*
- *Videotape*

Length

- *Resource manual: 57 pages*
- *Videotape: 15.5 minutes*
- *Estimated time to complete training: 45 minutes to 1 hour*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
-	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/Inclusion

Cost

$10.00 per set. Quantities are limited. Contact the publisher to verify costs and method of payment.

Making It: Options for Individuals with Developmental Disabilities

Illinois Planning Council on Developmental Disabilities • 1988

Target Audience

This training material is designed for direct service staff and by family members of individuals with disabilities of all ages.

Structure and Content

This training package reviews general information related to providing services to individuals with developmental disabilities. The topics reviewed include:

- Definition of developmental disability
- Family support and case management services
- Learning in the community
- Living in the community
- Working in the community
- Directory of parent and consumer groups
- Protection and advocacy services
- Information on "making it" in the community

This training material may be used during preservice, orientation or inservice training. Goals and objectives are not stated and there are no competency measures. Case studies, discussion groups, self-paced videotape and participant guide are used as the instructional strategies.

Strengths and Weaknesses

This participant workbook is available in both English and Spanish versions. The videotape is easy to understand. People-first language is used throughout the training package. Several national resources are cited and used throughout the training package.

This videotape introduces community integration and inclusion. It focuses on issues specific to the state of Illinois. While group home living and supported employment are listed as service options, institutions, sheltered workshops, segregated Adult Basic Education (ABE) for young adults, and age-inappropriate activities are shown throughout the videotape. Residential options such as small group homes, semi-independent living arrangements, and adult foster care are neither mentioned nor shown in this tape.

No information is provided to trainers or to learners about how to proceed through this material. No practical learning experiences were suggested to assist learners to demonstrate the skills to be acquired.

Topics and Issues

- *Case management/service coordination*
- *Community integration and participation*
- *Family supports*
- *Introduction to developmental disabilities*
- *Residential services*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Participant workbook*
- *Videotape*

Length

- *Videotape: 21 minutes*
- *Workbook: 53 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Good*

Evaluation Summary

-	Comprehensiveness
-	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
+	Freedom from bias
-	Competency-based training
-	Normalization/inclusion

Source

Illinois Planning Council on Developmental Disabilities
830 S. Spring Street
Springfield, Illinois 62704
Contact: Nancy Ferrari
217/782-9696
217/524-5339 *Fax*

Cost

The videotape is available for loan only. Call for additional information. Contact the publisher to verify the cost and method of payment.

An Introduction to Cerebral Palsy

R. Nelson, B. Decker, & F. Martin

**Institute for Disability Studies (UAP),
University of Southern Mississippi • 1992**

Target Audience

This material is designed for direct service staff working in educational and other settings that provide support to young children with various physical and developmental disabilities.

Structure and Content

This curriculum provides information on children with cerebral palsy. Specific objectives include:

- Recognition of the characteristics of cerebral palsy
- Selection of modifications of activities for children with cerebral palsy
- Participation in care plans prescribed by physicians and other professionals
- Demonstration of knowledge of injuries from accidents common to children with cerebral palsy and what measures should be taken to avoid these accidents

This information is presented via an instructor's manual that includes lecture content and master overhead transparencies. The material is designed for use during orientation or inservice training. Participant competency is measured through pre- and post-tests which include all true and false questions. Additionally, participant evaluations of the material are included.

Strengths and Weaknesses

This information is concise, clear and comprehensive. Training can be completed in one hour and the material could be adapted to include a self-paced component. A listing of additional resources is provided and current references are used to support the content. Prerequisites for both the learner and instructor are provided along with a listing of materials needed to present the information. Although the information applies specifically to children, it could easily be expanded to include information on adults too. The content is consistent with the principles of inclusion and age-appropriateness and people-first language is used throughout.

The instructor manual does not explain how to facilitate discussion, nor how to use practice examples and experiences to facilitate learning. The only instructional method used is lecture. No experiential components are included nor are specific examples provided. Technical medical terminology is also used in the training material.

Topics and Issues

- *Early intervention*
- *Health care, safety, and emergency issues*
- *Introduction to developmental disabilities*
- *Physical special needs*
- *Sensory and communication needs*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Lecture*

Length

- *Instructor's guide: 7 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
0	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Other Information

This module is one of several designed for the Project Coach Outreach series.

Source

Institute for Disability Studies (UAP)
University of Southern Mississippi
Project Coach Outreach
SS Box 5163
Hattiesburg, MS 39406-5163
Contact: Gwen Downey
601/266-5163
800/467-4488
601/266-5114 *Fax*

Cost

$5.00 per module. Contact the publisher to verify the cost and method of payment.

Overview of Spina Bifida

B. Decker, R. Nelson, S. Fair, & F. Martin

**Institute for Disability Studies (UAP),
University of Southern Mississippi • 1992**

Target Audience

This material is designed for direct service staff working in educational and other settings that provide support to young children with various types of physical and developmental disabilities.

Structure and Content

This curriculum provides information on various types of spina bifida and how this disability impacts the lives of children. Specific objectives include:

- Recognize the main characteristics of spina bifida
- Select modification of activities for a child with spina bifida
- Recognize the importance of following the plan of care as prescribed by physicians and other professionals
- Identify common hazards and take measures to avoid them
- Demonstrate an understanding of bowel and bladder problems common to children with spina bifida

This information is designed to be provided to staff during orientation or inservice training. The instructor's manual provides lecture content and black-line transparency masters. The participants' competency is measured by pre- and post-tests. A post-training evaluation is completed by all participants.

Strengths and Weaknesses

This material suggests that the instructors should have specialized training and experience in working with children with spina bifida. The content includes a detailed review of the various types of this disability. Current references are used to support the content and a list of additional resources available on this subject is provided. Although intended to be used by staff working in schools with children, this material could easily be adapted to train staff working in residential and other support service settings for people with spina bifida. The training can be completed in one hour.

Information is provided to the instructor on when to use transparencies and a detailed outline and explanation of the content is included. However, there are no instructions on how to engage the participants in discussion concerning this topic. Didactic lecture is the only mode of instruction. Examples of how this information applies to direct service provision and experiential components are not included. Labeling language (e.g., dependent on a wheelchair or these children) is occasion-

Topics and Issues

- *Early intervention*
- *Introduction to developmental disabilities*
- *Physical special needs*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*

Length

- *Instructor's guide: 5 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
-	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

ally used. Complicated terminology is used to explain the various types of spina bifida.

Other Information

This module is one of several designed for the Project Coach Outreach series.

Source

Institute for Disability Studies (UAP)
University of Southern Mississippi
Project Coach Outreach
SS Box 5163
Hattiesburg, MS 39406-5163
Contact: Gwen Downey
601/266-5163
800/467-4488
601/266-5114 *Fax*

Cost

$5.00 per module. Contact the publisher to verify the cost and method of payment.

Promoting Language

J. Cirlot-New

Institute for Disability Studies (UAP),
University of Southern Mississippi • 1992

Target Audience

This material is designed for direct service staff working in educational and other settings that provide support to young children with various types of physical and developmental disabilities.

Structure and Content

This curriculum covers information regarding language development in children. Specific objectives include:

- Participants will demonstrate knowledge concerning developmental issues in normal language development
- Participants will demonstrate increased knowledge concerning the types of language problems
- Participants will demonstrate increased knowledge concerning speech problems
- Participants will demonstrate increased knowledge concerning techniques for promoting language in the classroom

This material is designed to be provided to staff during orientation or inservice training. The instructor's manual provides lecture content and black-line transparency masters. The participants' competency is measured by pre- and post-tests. A post-training evaluation is completed by all participants.

Strengths and Weaknesses

This curriculum provides excellent information on language development and how to promote development of speech through instruction. A listing of additional resources on this topic is provided and current references are cited throughout the material. This material is appropriate for use by direct service employees working in any type of support service where children with communication difficulties receive services. Examples are used to describe various speech problems experienced by children. The material is easy to read and consistently uses clear, direct language.

Little information is provided on augmentative communication or the selection and development of communication systems for children with language problems. The instructor's guide provides a detailed outline, but the instructor would have to be experienced in communication development to teach this course. No experiential components have been included.

Topics and Issues

- *Early intervention*
- *Intervention, treatment, and programming*
- *Sensory and communication needs*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*

Length

- *Instructor's guide: 7 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This module is one of several designed for the Project Coach series.

Source

Institute for Disability Studies (UAP)
University of Southern Mississippi
Project Coach Outreach
SS Box 5163
Hattiesburg, MS 39406-5163
Contact: Gwen Downey
601/266-5163
800/467-4488
601/266-5114 *Fax*

Cost

$5.00 per module.
Contact the publisher to verify the cost and method of payment.

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Understanding Seizure Disorders

B. Decker, R. Nelson, S. Fair, & F. Martin

Institute for Disability Studies (UAP),
University of Southern Mississippi • 1992

Target Audience

This material is designed for direct service staff working in educational and other settings that provide support to young children with various types of physical and developmental disabilities.

Structure and Content

This curriculum provides information on seizure disorders in children. Specific topics include:

- Epilepsy as a condition
- Factors contributing to seizures
- Major types of seizure disorders
- Caring for children during a seizure
- Treatment: medications and surgery

This information is designed to be provided to staff during orientation or inservice training. The instructor's manual provides lecture content and black-line transparency masters. Participant competency is measured by pre- and post-tests. A post-training evaluation is completed by all participants.

Strengths and Weaknesses

This material is clear and concise. It provides sufficient introductory information regarding seizure disorders. Prerequisites for both the learner and the instructor are provided. A list of additional resources on this topic is included. This material is easy to use and requires a short time to complete. Although designed for direct service staff working with children in schools, this information could easily be adapted to residential and other settings. Black-line transparency masters are provided and the use of multiple modes of instruction are used. The competency measures accurately measure the participant knowledge related to desired objectives and outcomes.

Current references are not used to support the content of this material. The instructor directions do not recommend using practice examples and experiences to assist the learner. Experiential teaching components are not included with this material.

Other Information

This module is one of several designed for the Project Coach Outreach series. It is used with *Epilepsy in Children: A Primary Care Perspective*

Topics and Issues

- *Early intervention*
- *Health care, safety, and emergency issues*
- *Sensory and communication needs*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Videotape*

Length

- *Instructor's guide: 7 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Very good*

(1989, 23 minutes), Epilepsy Foundation of America, Landover, Maryland.

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
0	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
0	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Source

Institute for Disability Studies (UAP)
University of Southern Mississippi
Project Coach Outreach
SS Box 5163
Hattiesburg, MS 39406-5163
Contact: Gwen Downey
601/266-5163
800/467-4488
601/266-5114 *Fax*

Cost

$5.00 per module. Contact publisher to verify cost and method of payment.

Working with Families: A Systems Approach to Home Visits

L. Smith, P. Smith, T. Dempsey, V. Price, & M. Cox

Institute for Disability Studies (UAP),
University of Southern Mississippi • 1992

Target Audience

This material is designed for direct service staff working in educational and other settings that provide support to young children with various physical and developmental disabilities.

Structure and Content

This curriculum provides information on working with families in their homes. Specific objectives include:

- Describe a family systems perspective
- State four reasons for making a home visit
- Describe three observational techniques useful in a home visit
- State three techniques used when asking questions during a visit
- State two factors that should be considered when delivering sensitive information

This information is designed to be provided to staff during orientation or inservice training. The instructor's manual provides lecture content and Black-line transparency masters. Participant competency is measured by pre- and post-tests. A post-training evaluation is completed by all participants.

Strengths and Weaknesses

This material provides excellent information on factors to consider when working with families in their own homes. References are used to support the content and additional resources on this topic are listed. The curriculum is useful across all types of settings in which support services are provided to people whose families are activity involved in their lives. The content provides examples of how the information applies to direct service provision, but experiential components are not included. People-first language is used throughout and the materials are easy to read and understand.

The instructor's guide provides information on how to use the transparencies and the lecture information. However, no directions are provided on how to facilitate interaction and discussion with the participants. Lecture is the only specified means of presenting the information.

Topics and Issues

- *Early intervention*
- *Family supports*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *Videotape*

Length

- *Instructor's guide: 9 pages*
- *Videotape: 15 minutes*
- *Estimated time to complete training: 1.5 hours*

Overall Rating

- *Very good*

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Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
0	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

Other Information

This module is one of several designed for the Project Coach Outreach series. The videotape *Project Coach Home Visit Demonstration* was not reviewed for this evaluation.

Source

Institute for Disability Studies (UAP)
University of Southern Mississippi
Project Coach Outreach
SS Box 5163
Hattiesburg, MS 39406-5163
Contact: Gwen Downey
601/266-5163
800/467-4488
601/266-5114 *Fax*

Cost

$5.00 per module.
$25.00 for the videotape.
Contact the publisher to verify the cost and method of payment.

Helping People with Autism Manage Their Behavior

N. Dalrymple

Institute for the Study of Developmental Disabilities • 1991

Target Audience

This booklet is designed primarily for direct service and professional employees working in educational settings with people of all ages who have autism at all levels of severity. It would also be appropriate for staff working with people who have autism in other settings. It is available in both English and Spanish versions.

Structure and Content

This curriculum covers the broad topic area of helping people with autism manage their behavior by analyzing their learning environment and the purpose of their behavior, then teaching new skills and behaviors. Specific topics include:

- Creating a physical environment for learning
- Positive programming to encourage appropriate behavior
- Techniques directed at specific behavior
- People who help an individual manage his or her behavior

The material is designed to be used during orientation or inservice training. The instructional strategy used for learning is self paced reading. No competency measures exist for this material.

Strengths and Weaknesses

This material provides excellent information regarding intervention and support strategies to use with people who have autism. It focuses on proactive, preventative, non-aversive techniques and reviews the need to identify the purpose of behavior, environmental issues, non-directive means of communication and the provision of choices. Although written specifically for individuals working in educational settings, it is appropriate for use by staff working in residential and vocational settings too. The material is easy for the employee to use and is written in simple language.

This booklet does not include instructions for how the learner should use the materials nor does it include competency measures. Additional resources and references are not mentioned in the booklet.

Other Information

This booklet is one of many available from the Institute for the Study of Developmental Disabilities at Indiana University.

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- ***Self-paced***

Instructional Modes

- *Self-paced booklet*

Length

- *Student guide: 39 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
0	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
0	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Source

Institute for the Study of Developmental Disabilities (UAP)
Indiana University
2853 East 10th Street
Bloomington, IN 47408-2601
Contact: Publications Department
812/855-6508
812/855-9630 *Fax*

Cost

$5.00 per booklet. Contact the publisher to verify the cost and method of payment.

Introduction to Autism

N. Dalrymple

Institute for the Study of Developmental Disabilities • 1992

Target Audience

This module is designed for direct care and professional employees working with in educational settings with people who have autism. However, it would be appropriate for staff working in any environment with people who have autism. The module is available in both English and Spanish versions.

Structure and Content

This curriculum covers general information related to the developmental disability of autism. Specific topics and objectives include:

- Describe the developmental disability autism including: major points of the formal definition, history, theories, concerns, areas of difference for persons with autism; identify other disabilities that may occur with autism; and identify family needs and problems associated with autism
- Describe assessment of persons with autism by major diagnostic criteria and assessment methodology for use with people with autism
- Describe intervention for persons with autism: components of successful programming, identification of ways to support individuals and families with autism, and ways parents and professional collaborate to help people with autism

This material is designed for use during orientation or inservice training. The primary instructional strategy used is a self-paced learning text. Written practice exercises are used throughout the text and a summative self-test is used at the end of the self-paced text as a means for the learners to measure their own comprehension of the material.

Strengths and Weaknesses

This self paced text includes comprehensive information related to autism, including history and current trends. The principles of age-appropriateness, normalization and inclusion are of primary focus throughout the text. This material could be used in all settings where people with autism receive services. It is simply written and easy to use. The quality of directions to the learner as to how to use the materials is clear and the photographs used throughout the text are of real people. Examples are provided as to how the information applies to direct service provision and people-first language is used throughout. The quality of objectives and competencies is excellent.

Topics and Issues

- *Individual assessment*
- *Introduction to developmental disabilities*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- ***Self-paced***

Instructional Modes

- *Self-paced booklet*

Length

- *Student guide: 50 pages*
- *Estimated time to complete training: 1 hour*

Overall Rating

- *Excellent*

63

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Other Comments

This booklet is one of many available from the Institute for the Study of Developmental Disabilities at Indiana University. This booklet recommends that the learner view the following videotapes as part of this training:

- *Autism: Learning to Live*
- *Reaching the Child Within*
- *Autism: Stubborn Love*
- *Autism: Being Friends*
- *An Introduction to Autism*

These tapes are not evaluated in this review.

Source

Institute for the Study of Developmental Disabilities (UAP)
Indiana University
2853 East 10th Street
Bloomington, IN 47408-2601
Contact: Publications Department
812/855-6508
812/855-9630 *Fax*

Cost

$5.00 for the booklet. $25.00 for *Introduction to Autism* (videotape); $30.00 for *Autism: Learning to Live* (videotape); $10.00 for *Autism: Being Friends* (videotape); $25.00 for *Autism: Stubborn Love* (videotape). The videotapes are also available on loan. Contact the publisher to verify the cost and method of payment.

Introduction to Developmental Disabilities

J. Mandel, V. Pappas, & P. Chen

Institute for the Study of Developmental Disabilities • 1992

Target Audience

This module is designed for direct care and professional employees working with in educational settings with people who have autism of all ages and levels of severity. However, it would be appropriate for staff working in any environment with people who have autism.

Structure and Content

This curriculum provides the learner with an introduction to developmental disabilities including their definitions, common types, and characteristics. Specific objectives for the material include:

- Define what it means to have a developmental disability
- Identify five common types of developmental disabilities
- Describe major characteristics of mental retardation, cerebral palsy, autism, epilepsy, and other neurological impairments
- Understand why it is important to use "people-first" language
- Know where to find information on developmental disabilities

The material is designed to be used during orientation or inservice training. The instructional strategy used for learning is self-paced reading. Competency measures used in this material include a pre-test and a summative written test.

Strengths and Weaknesses

This material is short, simple yet complete. Current information related to developmental disabilities is included (i.e., Americans with Disabilities Act). The directions for the learner regarding how to use the materials is clear, the materials are written using simple language and people-first language is consistently used throughout the materials. Provided the agency was able to purchase the recommended videotapes, the material could be easily used during any time of the day and would not require a trainer's presence.

The material uses only a few examples to apply the information to direct service provision and no experiential components are included. Current references are not cited throughout the material.

Other Information

This booklet is one of many available from the Institute for the Study of Developmental Disabilities at Indiana University. It is designed to be used with the videotape *As I Am: Portraits of Persons with a Developmen-*

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- ***Self-paced***

Instructional Modes

- *Self-paced booklet*

Length

- *Student guide: 13 pages*
- *Estimated time to complete training: 30 minutes without videotape; 1.5 hours with videotape*

Overall Rating

- *Very good*

70

tal Handicap. The videotape is available through the Institute for the Study of Developmental Disabilities at Indiana University. This videotape was not included in this review.

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Source

Institute for the Study of Developmental Disabilities (UAP)
Indiana University
2853 East 10th Street
Bloomington, IN 47408-2601
Contact: Publications Department
812/855-6508
812/855-9630 *Fax*

Cost

Contact the publisher to verify the cost and method of payment.

Assessment and Planning

K. Olson & J. Rast

Kansas University Affiliated Program at Parsons • 1993

Target Audience

These sessions are designed for human service personnel (i.e., professional staff, direct service staff) working in all types of services for people with developmental disabilities. They are appropriate across all types and levels of disabilities.

Structure and Content

This module focuses on assessment and planning. It includes information on using functional approach to identify abilities, capacities, needs for skill development, and needs for support and on developing functional, community-based goals and objectives. Topics covered in classroom test objectives, demonstration objectives and practicum objectives include:

- Defining behavior
- Identifying goals for individual program plans
- Components of behavior objectives
- Job and activity sampling
- Graduated supervision and apprentice programs
- Role of direct care staff in assessment and planning
- Person-centered assessment and planning process
- Functional assessment
- Ecological inventory
- Discrepancy analysis
- Environmental supports for planning and implementing plans
- Role of the individual with a disability in the assessment and planning process

Individual competency is measured in a variety of ways throughout these training sessions, including performance or skill demonstrations and written tests. Additionally, all participants are expected to complete practicum experiences.

Strengths and Weaknesses

These two training sessions focus on programming that is sensitive to cultural diversity and that emphasizes empowerment, people-first language, age appropriateness, functionality of skills, and inclusion. The directions on how to write goals and objectives and the corresponding overheads are simple and easy to understand. Current references are provided with descriptions of their content. The practicum content

Topics and Issues

- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Discussion*
- *Lecture*
- *Practicum*

Length

- *Instructor's Manual: 137 pages*
- *Student Packet: 137 pages*
- *Estimated time to complete training: 8 hours for classroom instruction and 8 hours for practicum work*

Overall Rating

- *Excellent*

enables the participant to use the skills learned within the classroom in a real world setting.

The addition of a glossary might be useful to enable participants to refresh their memory on the definitions of new terminology. This material is comprehensive and lengthy. As designed, the indirect costs of providing this training are high (i.e., staff and trainer salaries for fifty-four hours of direct instruction, and sixty hours of practicum experience for the entire series). However, this material could be adapted to be provided via inservice training with the experiential components offered during regularly scheduled hours.

Evaluation Summary

- + **Comprehensiveness**
- + **Quality of learner instructions**
- + **Quality of instructor instructions**
- + **Individualizable instruction**
- + **Variety of instructional modes**
- + **Experiential component**
- + **Freedom from bias**
- + **Competency-based training**
- + **Normalization/inclusion**

Other Information

This module contains Sessions 4 and 5 in a series of fifteen training sessions designed to be taught in a fifteen week, 114-hour course at a college or technical institute. Each is three to four hours long with a four-hour practicum.

Source

Kansas Educating and Empowering Persons with
Developmental Disabilities
Kansas UAP at Parsons
PO Box 738
Parsons, KS 67357
Contact: Kelly Perry
316/421-6550, ext. 1859
316/421-6550, ext. 1702 *Fax*

Cost

This module is part of a set. The cost is $125.00 for the entire set, $20.00 for the transparency originals, and $40.00 for the student version of the lecture notes. Contact the publisher to verify the cost and method of payment, and for information about the supplementary materials.

Communication

G. Beegle

Kansas University Affiliated Program at Parsons • 1993

Target Audience

These sessions are designed for human service personnel (i.e., professional staff, direct service staff) working in all types of services for people with developmental disabilities. They are appropriate across all types and levels of disabilities.

Structure and Content

This module addresses communication between direct service staff persons and persons with mental retardation/developmental disabilities (MR/DD). The sessions focus on an introduction to communication and on increasing communication. Topics covered in classroom test objectives, demonstration objectives and practicum objectives include:

- The importance of communication in developing integration, productivity, independence and choice for people with MR/DD
- Elements of interactive communication framework
- General rules for facilitating communication including turn taking and developing a shared focus
- Recognizing and responding to communication attempts
- Eight basic messages of communication
- Strategies to increase the need and opportunities to communicate

A variety of modes of instruction are used throughout the training sessions. These include role-play, lecture, videotape, discussion, practice exercises and practicum experiences. Competency measures include written tests, performance/skill demonstrations and written assignments. Although intended to be preservice training, this material could be adapted for an inservice or training seminar format.

Strengths and Weaknesses

This training material is well-organized both for the instructor and the learner. Follow along worksheets are provided to the participants to focus their attention during the classroom lectures. Sessions 6 and 7 do an excellent job of pulling the major themes presented in Sessions 1 and 2 (normalization, integration, choice) into the content on communication issues. The use of practicum experiences and exercises designed to practice the skills learned in training assist the participant in transferring their newly acquired skills to their real work settings. An up-to-date annotated resource list is provided to inform participants of additional training materials available on communication issues for people with MR/DD. The material covers the indicated content completely and provides adequate information for meeting objectives. Further in-

Topics and Issues

- *Sensory and communication needs*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Classroom instruction*
- *Practicum*
- *Videotapes*

Length

- *Instructor's Manual: 136 pages*
- *Student Packet: 136 pages*
- *Estimated time to complete training: 6 hours for classroom instruction and 8 hours for practicum*

Overall Rating

- *Excellent*

Evaluation Summary

- + **Comprehensiveness**
- + **Quality of learner instructions**
- + **Quality of instructor instructions**
- + **Individualizable instruction**
- + **Variety of instructional modes**
- + **Experiential component**
- + **Freedom from bias**
- + **Competency-based training**
- + **Normalization/inclusion**

formation is needed on various types of augmentative communication and facilitated communication.

This material is comprehensive and lengthy. As designed, the indirect costs of providing this training are high (i.e., staff and trainer salaries for fifty-four hours of direct instruction, and sixty hours of practicum experience for the entire series). However, this material could be adapted to be provided via inservice training with the experiential components offered during regularly scheduled hours.

Other Information

This module contains Sessions 6 and 7 in a series of fifteen training sessions designed to be taught in a fifteen week, 114-hour course at a college or technical institute. Each is three to four hours in length and is accompanied by a four-hour practicum. These sessions incorporate videotapes from *Developing Communicative Interactions*, which was also published by the Kansas University Affiliated Program at Parsons.

Source

Kansas Educating and Empowering Persons
with Developmental Disabilities
Kansas UAP at Parsons
PO Box 738
Parsons, KS 67357
Contact: Kelly Perry
316/421-6550, ext. 1859
316/421-6550, ext. 1702 *Fax*

Cost

This module is part of a set. The cost is $125.00 for the entire set, $17.00 for the transparency originals and $40.00 for the student version of the lecture notes. The videotapes for these sessions must be purchased separately at a total cost of $100.00. Contact the publisher to verify the cost and method of payment, and to get information about how to order the videotapes.

Health

G. Beegle & J. Ramberg

Kansas University Affiliated Program at Parsons • 1993

Target Audience

These sessions are designed for human service personnel (i.e., professional staff, direct service staff) working in all types of services for people with developmental disabilities. They are appropriate across all types and levels of disabilities.

Structure and Content

This module covers many topics related to health care for individuals with developmental disabilities. Promoting healthy living and an introduction to medical issues are topics addressed in this module. Topics covered in classroom test objectives, demonstration objectives and practicum objectives include:

- Roles and responsibilities of professionals and direct service staff in providing medical care
- Promoting healthy living through preventive care, exercise and proper nutrition
- Infection control
- Vital signs
- First aid measures for choking, bleeding and burns
- Guidelines for assisting with personal care
- Seizure management and documentation
- Medications, drug categories, effects of medications
- Psychotropic medications and informed consent

This module is designed to be completed pre-service or during continuing education via a college or technical institute. However, it could easily be adapted to be completed as a series of inservice training sessions. Various competency measures are placed throughout the training experience including formative performance and skill demonstration, written tests and written assignments throughout.

Strengths and Weaknesses

The structure and format of this training module are designed to enhance learning through multiple modes of instruction. It includes excellent directions to both the learner and the instructor on how to use the materials. It also provides opportunities to individualize instruction. People-first language and an underlying emphasis on the empowerment and respect for the individuals serve are emphasized throughout the training experience. The experiential components ensure that participants are able to demonstrate a variety of skills including: taking vital

Topics and Issues

- *Health, safety, and emergency issues*
- *Medical issues*

Settings

- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Exercises*
- *Discussion*
- *Lecture*
- *Practicum*

Length

- *Instructor's Manual: 149 pages*
- *Student Packet: 149 pages*
- *Estimated time to complete training: 6 hours for classroom instruction and 8 hours for practicum work*

Overall Rating

- *Very good*

Evaluation Summary

- 0 Comprehensiveness
- + Quality of learner instructions
- + Quality of instructor instructions
- + Individualizable instruction
- + Variety of instructional modes
- + Experiential component
- + Freedom from bias
- + Competency-based training
- + Normalization/inclusion

signs, washing hands, using disposable gloves, locating information in the *Physicians Desk Reference* and documenting seizure activity.

These two training sessions could serve as a beginning training on issues related to the health of individuals with developmental disabilities. However, providers of services would have to individualize and expand on the information included within these two sessions to meet many State and Federal regulations. For example, the information would not be sufficient to prepare direct service staff members to dispense medications in many states and agency types (e.g., ICF-MR) because it does not meet regulatory standards for such training. OSHA regulations regarding blood borne pathogens and AIDS are also not discussed. Additionally, in the review of nutrition, family-style dining and the right of individuals to make choices regarding their meals are not thoroughly discussed.

This material is comprehensive and lengthy. As designed, the indirect costs of providing this training are high (i.e., staff and trainer salaries for forty-five hours of direct instruction, and sixty hours of practicum experience for the entire series). However, this material could be adapted to be provided via inservice training with the experiential components offered during regularly scheduled hours.

Other Information

This module contains the last two sessions in a series of fifteen training sessions designed to be taught in a fifteen week, 114-hour course at a college or university. Each is three to four hours in length and is accompanied by a four-hour practicum.

Source

Kansas Educating and Empowering Persons with Developmental Disabilities
Kansas UAP at Parsons
PO Box 738
Parsons, KS 67357
Contact: Kelly Perry
316/421-6550, ext. 1859
316/421-6550, ext. 1702 *Fax*

Cost

This module is part of a set. The cost is $125.00 for the entire set, $20.00 for the transparency originals and $40.00 for the student version of the lecture notes. Contact the publisher to verify the cost and the method of payment.

Positive Behavior Change

J. Rast

Kansas University Affiliated Program at Parsons • 1993

Target Audience

These sessions are designed for human service personnel (i.e., professional staff, direct service staff) working in various types of services for people with developmental disabilities. They are appropriate for use across all types and levels of disabilities.

Structure and Content

This module provides detailed information about positive behavior change. The functional assessment of challenging behavior, using information from a functional assessment, and positive approaches to behavior change are included. Topics covered in classroom test objectives, demonstration objectives and practicum objectives include:

- Identifying and defining challenging behavior
- Identifying physiological and environmental setting events
- Identifying and describing functions of behavior
- Identifying and describing contingencies that maintain challenging behavior
- Anticipating, minimizing or preventing setting events
- Selecting and teaching alternative behavior
- Describing reinforcement of challenging behavior
- Strategies for overcoming avoidance behaviors
- Strategies for reinforcing functional alternative behavior

A variety of modes of instruction are used throughout the participants training experience. These include role-play, lecture, discussion, practice exercises and practicum experiences. Competencies measure include written tests, performance and skill demonstrations. Although intended to be presented as preservice training, this material could be adapted to an inservice or training seminar format.

Strengths and Weaknesses

These training sessions are designed to be used in sequential order with the sessions on teaching skills. Together they provide an excellent overview of issues related to teaching and providing positive approaches to changing behavior for people with challenging behavior. However, the content does not describe the use of aversive behavior techniques (e.g., time out, response cost). People-first language and respect for the individual are generally well conveyed throughout the module, although one might prefer using terms other than *aberrant* to describe challenging behaviors of different types.

The material is comprehensive and lengthy. As designed, the indirect

Topics and Issues

- *Challenging behavior*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Exercises*
- *Discussion*
- *Lecture*
- *Practicum*

Length

- *Instructor's Manual: 126 pages*
- *Student Packet: 165 pages*
- *Estimated time to complete training: 12 hours of classroom instruction and 12 hours of practicum work*

Overall Rating

- *Excellent*

Evaluation Summary

+ Comprehensiveness
+ Quality of learner instructions
+ Quality of instructor instructions
+ Individualizable instruction
+ Variety of instructional modes
+ Experiential component
+ Freedom from bias
+ Competency-based training
+ Normalization/inclusion

costs of providing this training are high (i.e., staff and trainer salaries for fifty-four hours of direct instruction, and sixty hours of practicum experience for the entire series). However, this material could be adapted to be provided via inservice training with the experiential components offered during regularly scheduled hours.

Other Information

This module contains Sessions 11, 12, and 13 in a series of fifteen training sessions designed to be taught in a fifteen week, 114-hour course at a college or technical institute. Each session is three to four hours in length and is accompanied by a four-hour practicum.

Source

Kansas Educating and Empowering Persons
with Developmental Disabilities
Kansas UAP at Parsons
PO Box 738
Parsons, KS 67357
Contact: Kelly Perry
316/421-6550, ext. 1859
316/421-6550, ext. 1702 *Fax*

Cost

This module is part of a set. The cost is $125.00 for the entire set, and $20.00 for the transparency originals and $40.00 for the student version of the lecture notes. Contact the publisher to verify the cost and method of payment.

Teaching Skills

J. Rast & K. Olson

Kansas University Affiliated Program at Parsons • 1993

Target Audience

These sessions are designed for human service personnel (i.e., professional staff, direct service staff) working in all types of services for people with developmental disabilities. They are appropriate across all types and levels of disabilities.

Structure and Content

This module reviews strategies for behavior management techniques and teaching individuals with developmental disabilities. Behavior and consequences, functional teaching, and teaching behaviors to use and to last are included. Each training session has many objectives for the participant. Topics covered in classroom test objectives, demonstration objectives, and practicum objectives include:

- Consequences of behavior
- Selection, types, timing, size, and schedules of reinforcement
- Shaping, differential reinforcement, task analysis, and incidental teaching
- Methods for teaching skills and increasing and decreasing behaviors
- Benefits of programming in natural environments
- Antecedents, behavior
- Three rules of stimulus control
- Generalization

Participants are expected to complete a variety of competency measures concerning these topics, including: formative and summative performance or skill demonstration, written tests and written assignments during the training sessions. Teaching strategies used by the instructor throughout the training sessions include lecture, exercises, role-play, modeling and practicum experiences. The training is designed to occur as a preservice experience. However, the materials could be adapted to fit an inservice or training seminar format.

Strengths and Weaknesses

These training sessions convey technical behavioral concepts in an easy to understand manner. The participants can benefit from several exercises and hands-on training experiences that relate the concepts discussed in the lecture to real life experiences and situations. People-first language, empowerment and normalization are a focus throughout the training sessions. For example, an entire section is devoted to the need to teach and train in natural settings. Beyond the course content and experiences, several up-to-date references are recommended for further

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Exercises*
- *Discussion*
- *Lecture*
- *Practicum*

Length

- *Instructor's Manual: 187 pages*
- *Student Packet: 187 pages*
- *Estimated time to complete training: 12 hours for classroom instruction and 12 hours for practicum work*

Overall Rating

- *Excellent*

Evaluation Summary

- **+ Comprehensiveness**
- **+ Quality of learner instructions**
- **+ Quality of instructor instructions**
- **+ Individualizable instruction**
- **+ Variety of instructional modes**
- **+ Experiential component**
- **+ Freedom from bias**
- **+ Competency-based training**
- **+ Normalization/inclusion**

learning.

This material is comprehensive and lengthy. As designed, the indirect costs of providing this training are high (i.e., staff and trainer salaries for fifty-four hours of direct instruction, and sixty hours of practicum experience for the entire series). However, this material could be adapted to be provided via inservice training with the experiential components offered during regularly scheduled hours.

Other Information

This module contains Sessions 8, 9, and 10 in a series of fifteen training sessions designed to be taught in a fifteen week, 114-hour course at a college or technical institute. Each is three to four hours in length and is accompanied by a four-hour practicum.

Source

Kansas Educating and Empowering Persons
with Developmental Disabilities
Kansas UAP at Parsons
PO Box 738
Parsons, KS 67357
Contact: Kelly Perry
316/421-6550, ext. 1859
316/421-6550, ext. 1702 *Fax*

Cost

This module is part of a set. The cost is $125.00 for the entire set, $20.00 for the transparency originals, and $40.00 for the student version of the lecture notes. Contact the publisher to verify the cost and the method of payment.

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Values and Visions

K. Olson, P. Black, & S. Hills

Kansas University Affiliated Program at Parsons • 1996

Target Audience

These sessions are designed for human service personnel (i.e., professional staff, direct service staff) working in all types of services for people with developmental disabilities. They are appropriate across all types and levels of disabilities.

Structure and Content

This training module focuses on values and visions within the field of developmental disabilities. An introduction to the series and an overview of service goals, handicapism and rights, and a review of normalization and supported services are included. Topics covered in classroom test objectives, demonstration objectives and practicum objectives include:

- Definition and causes of developmental disabilities
- Historical perspectives on service delivery over the past 150 years
- Focus on abilities and a new way of thinking
- Definitions of independence
- Productivity, integration, choice, and handicapism
- Rights of individuals with developmental disabilities
- Prohibited behavioral interventions
- Guardianship and conservatorship
- Residential and vocational placement options
- Normalization and supported services

This training module is designed to be completed pre-service or during continuing education via a college or technical institute. However, it could easily be adapted to be completed as a series of inservice training sessions. A variety of competency measures are included throughout the training experience including: formative performance or skill demonstration, written tests, and written assignments.

Strengths and Weaknesses

This module incorporates state-of-the-art information regarding issues in the field of developmental disabilities. It is supported with current literature and its use has been pilot tested within the State of Kansas. Although it was initially designed to be used in academic settings, the module can easily be adapted for use by agency instructors in an inservice format. The module comes complete with transparency originals, excellent instructor's tips, and well designed experiential exercises. The cost is reasonable given the training series' comprehensiveness.

Topics and Issues

- *Community integration and participation*
- *Employment / day services*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Residential services*
- *Values and principles*

Settings

- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Exercises*
- *Lecture*
- *Practicum*
- *Videotape*

Length

- *Instructor's Manual: 128 pages*
- *Student Packet: 150 pages*
- *Estimated time to complete training: 12 hours of classroom instruction and 12 hours of practicum work*

Overall Rating

- *Excellent*

Evaluation Summary

- + Comprehensiveness
- + Quality of learner instructions
- + Quality of instructor instructions
- + Individualizable instruction
- + Variety of instructional modes
- + Experiential component
- + Freedom from bias
- + Competency-based training
- + Normalization/inclusion

This material is comprehensive and lengthy. As designed, the indirect costs of providing this training are high (i.e., staff and trainer salaries for fifty-four hours of direct instruction, and sixty hours of practicum experience for the entire series). However, this material could be adapted to be provided via inservice training with the experiential components offered during regularly scheduled hours.

Other Information

This module contains the first three sessions in a series of fifteen training sessions designed to be taught in a fifteen week, 114-hour course at a college or technical institute. Each session is three to four hours in length and is accompanied by a four-hour practicum.

Source

Kansas Educating and Empowering Persons
with Developmental Disabilities
Kansas UAP at Parsons
PO Box 738
Parsons, KS 67357
Contact: Kelly Perry
316/421-6550, ext. 1859
316/421-6550, ext. 1702 *Fax*

Cost

This module is part of a set. The cost is $125.00 for the entire set, $20.00 for the transparency originals, and $40.00 for the student version of the lecture notes. Contact the publisher to verify the cost and the method of payment.

Developing Communicative Interactions

J. McLean, S. Sack, L. McLean, A. O'Connor, & S. Simmons

Kansas University Affiliated Program at Parsons • 1991

Target Audience

This material is designed for trainers of direct service staff who provide services to individuals of all ages and levels/types of disabilities with communication needs.

Structure and Content

This curriculum reviews information related to communicative interactions. The objectives for the modules include:

Module One: The Framework of Interaction and Communication

- Structure activities to promote interactive communication
- Recognize another person's focus of attention and make it a shared focus by taking turns
- Select and introduce a shared focus and turn taking when an individual is not engaged
- Identify simple and complex activities
- Match activities to an individual's turn taking ability

Module Two: Recognizing and Responding to the Many Forms of Communication

- Understand the difference between dual focus and single focus
- Recognize and respond to various forms of communication

Module Three: Increasing Understanding

- Get partner's attention before sending a message
- Match partner's level of understanding and symbol forms
- Recognize when an individual has not understood a message
- Modify a message that has not been understood and send it again
- Recognize problems which may occur even when the strategies have been followed

Module Four: Increasing Communication

- Recognize and respond appropriately to the eight basic messages of communication
- Use strategies for increasing the need and opportunity to send a variety of communication messages

This information is designed to be taught during inservice training. Lectures, videotapes, case studies, demonstration or modeling, role playing, practical exercises, classroom discussion and practicum experiences are all instructional strategies that are used in this curriculum. A written pre-and post-test are provided for each module and practice

Topics and Issues

- *Intervention, treatment, and programming*
- *Sensory and communication needs*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *Practical exercises*
- *Role-play*
- *Videotape*

Length

- *Estimated time to complete training: 8 hours for the entire series. Each module takes about 2 hours to complete.*

Overall Rating

- *Very good*

demonstration in practicum experiences are used to measure competency regarding this material.

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

Strengths and Weaknesses

This material provides information on basic techniques to increase verbal communication skills of individuals with disabilities. Information is not provided on the use of alternative and augmentative communication devices and strategies. This material is designed to teach techniques that will increase interactive communication skills. The material is organized, easy to use and clear instructions are provided for the instructor to use in teaching this material to direct service personnel. Multiple modes of instruction are included in the material and are designed to enhance learning. Experiential activities are included in the practicum. The cost of this material may be prohibitive to some users.

Other Information

This curriculum is divided into a set of four modules. These modules can be taught individually as a "stand alone" module or as a series.

Source

Kansas University Affiliated Program at Parsons
2601 Gabriel Street
Parsons, KS 67357
Contact: Mary Maxwell
316/421-6550, ext 1859
316/421-6550, ext 1702 *Fax*

Cost

$275.00 per set. Contact the publisher to verify the cost and method of payment.

The Characteristics and Needs of Individuals with Developmental Disabilities

C. Russell

Kennedy Krieger Institute • 1991

Target Audience

These training materials are designed for administrators, managers and other professionals in developmental disabilities who teach direct service employees. This module would be appropriate in many types of service settings and for people with a variety of disabilities.

Structure and Content

This training module covers the characteristics of people with developmental disabilities. It serves as a general introduction to understanding the type of individuals with whom a direct service employee might be working. The stated goal of the curriculum is to provide participants with a basic understanding of the characteristics of persons with developmental disabilities and to ensure an understanding of their regular and specific needs. The objectives include:

- Define developmental disability and identify specific conditions that qualify as developmental disabilities
- State causes of developmental disabilities that may occur before birth, during birth, and at any time after birth
- Describe the major characteristics of mental retardation, cerebral palsy, epilepsy, and autism
- Distinguish between mental retardation and mental illness
- Recount historical data relating to the provision of services for people with developmental disabilities
- Identify general and specific needs of people with developmental disabilities

This information is designed to be used during orientation or in an inservice format. Lectures, role-playing or practical exercises and classroom discussion are used as instructional strategies. Competency measures in these training materials include both post training evaluation of written products and post training evaluation of performance.

Strengths and Weaknesses

These training materials are easy to use. Clear directions are given to instructors about enhancing a training experience to maximize learning. The provision of handouts and overheads reduce needed preparation time for the instructor. Specific goals, objectives, and competency measures are used to ensure participant learning. The competency measures

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Practice exercises*

Length

- *Lecture notes: 81 pages*
- *Estimated time to complete training: 2 hours, 15 minutes*

Overall Rating

- *Very good*

Evaluation Summary

0	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

are designed to build skills versus knowledge and to apply learned skills to the participant's work setting.

The module reviewed was revised in 1993 to omit specific references to Maryland. These materials are designed to be used in a lecture/discussion/exercise format. In some situations, this format is difficult for part-time employees who are not able to attend training sessions. The material does not include any training videos or other engaging visuals to enhance understanding of the content. The module cites current references and additional resources, as well as information on the new AAMR definition of mental retardation. It also provides information on the various levels of mental retardation. Discussion of other related conditions which often involve mental retardation are not discussed in this module.

Other Information

This training module is a part of a larger curriculum that provides training on normalization/social role valorization, legal rights of individuals with developmental disabilities, characteristics of individuals with developmental disabilities, the Individual Habilitation Plan (IHP) process, and behavior change. Each module is designed to stand alone or to be used with the other modules as an orientation curriculum.

Source

Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Contact: Kathy Perry
410/550-9700
410/550-9766 *Fax*

Cost

$39.95 per module; $179.95 for all five modules in the series. Contact the publisher to verify the cost and method of payment.

An Introduction to Behavior Change

B. Mobley

Kennedy Krieger Institute • 1991

Target Audience

These training materials are designed for administrators, managers, and other professionals in developmental disabilities who teach direct service employees. This module would be appropriate in many types of service settings. It would be appropriate for people with a variety of disabilities, including people who have challenging behavior.

Structure and Content

This training module covers the basic principles of implementing behavior change strategies and the practical application of those principles in everyday work activities. The objectives include:

- Define process of behavior change
- Define the purpose of base-line data
- List three factors that may affect the occurrence of behaviors
- Explain the concept of the function of a behavior
- List three functions that behaviors serve
- Specify types of reinforcers
- Identify the relationship between behavior and reinforcement
- Identify behavior change strategies prohibited by Maryland law
- Discuss the role documentation plays in process of behavior change

This material is designed to be used during orientation or in an inservice format. Lectures, role-playing or practical exercises and classroom discussion are used as instructional strategies. Competency measures include both post training evaluation of written products and post training evaluation of performance.

Strengths and Weaknesses

These training materials include comprehensive information on the training topic and on how instructors can increase employee competence prior to, during, and after training. The materials also include lecture notes, handouts for participants and overhead transparency masters. Current research references are used throughout the materials. A list of available training resources about this topic is provided. The discussion questions and examples assist the participants in relating the information covered within the training to their real life experiences. The competency measures involve the participants in demonstrating skills learned throughout the training session in their real work settings. These measures provide an experiential learning component.

The module was revised in 1993 to omit specific references to Mary-

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Practice exercises*

Length

- *Lecture notes: 137 pages*
- *Estimated time complete training: 3.5 hours*

Overall Rating

- *Very good*

BEST COPY AVAILABLE

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
+	Experiential component
0	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

land. The overheads do not incorporate graphics nor is there a videotape component. The word *client* is often used when referring to the individuals who receiving support services from direct service employees.

Other Information

This training module is a part of a larger curriculum that provides training on normalization and social role valorization, legal rights of individuals with developmental disabilities, characteristics of individuals with developmental disabilities, the Individualized Habilitation Plan (IHP) process, and behavior change. Each module is designed to stand alone or to be used with the other modules as an orientation curriculum.

Source

Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Contact: Kathy Perry
410/550-9700
410/550-9766 *Fax*

Cost

$39.95 per module.
$179.95 for all five modules in the series.
Contact the publisher to verify the cost and method of payment.

An Introduction to the Individual Habilitation Plan

S. Collector

Kennedy Krieger Institute • 1991

Target Audience

These training materials are designed for administrators, managers and other professionals in developmental disabilities who teach direct service employees. This module would be appropriate in many types of service settings. It would be appropriate for people with a variety of disabilities.

Structure and Content

This training module designed to familiarize participants with the Individual Habilitation Plan (IHP) process, so that their contribution to the process will be enhanced. The objectives include:

- Define the IHP and state its purpose
- Define the inter-disciplinary team and specify its purpose
- State how assessments relate to the planning process
- Define the purpose of assessments
- Explain the importance of utilizing functional assessments in defining an individuals's strengths, interests and needs
- Understand how the identification of strengths and interests relates to identifying individual needs
- Define long range plans
- Distinguish between goals and objectives
- Define effective, functional goals and objectives
- State the purpose of an instructional plan
- State reasons for collecting data when implementing an instructional plan

This information is designed to be used during orientation or in an inservice format. Lectures, role-playing or practical exercises and classroom discussion are used as instructional strategies. Competency measures that are used in these training materials include post training evaluation of performance.

Strengths and Weaknesses

These materials include excellent information for instructors on how to maximize employee competence through training. The materials are well-organized, easy to use and include handouts and overhead transparency masters. The competency measures are designed to measure specific work site job performance for the employees who received the training. These competency measures provide an experiential training

Topics and Issues

- *Case management/service coordination*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Practice exercises*

Length

- *Lecture notes: 119 pages*
- *Estimated time to complete training: 3 hours, 15 minutes*

Overall Rating

- *Very good*

Evaluation Summary

0	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
0	Normalization/inclusion

component. Current references are cited throughout the material. A list of additional training resources related to IHPs is provided.

The module reviewed was prepared specifically for agencies in Maryland but a generic version of this module is now available. As an introduction to the IHP process, the information in the training material is comprehensive. However, the material does not include much information on incorporating functional skills, integration, person-centered planning approaches, or empowerment in the IHP process.

Other Information

This training module is a part of a larger curriculum that provides training on normalization/social role valorization, legal rights of individuals with developmental disabilities, characteristics of individuals with developmental disabilities, the Individualize Habilitation Plan (IHP) process, and behavior change. Each module is designed to stand alone or to be used with the other modules as an orientation curriculum.

Source

Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Contact: Kathy Perry
410/550-9700
410/550-9766 *Fax*

Cost

$39.95 per module; $179.95 for all five modules in the series. Contact the publisher to verify the cost and method of payment.

Normalization/Social Role Valorization

K. Clay

Kennedy Krieger Institute • 1991

Target Audience

These training materials are designed to be used by administrators, managers and other professionals in developmental disabilities who teach direct service employees. This module would be appropriate in many types of service settings. It would be appropriate for people with a variety of disabilities.

Structure and Content

This training module covers the application of principles of normalization and social role valorization. It is designed to assist participants in examining attitudes and perceptions that facilitate or limit the inclusion and participation in the community life of persons with developmental disabilities. It is also designed to identify the process and develop the skills to enhance the social integration of persons with developmental disabilities. The objectives include:

- Define normalization and social role valorization
- Define "deviancy" and its implications for people with developmental disabilities
- Define age-appropriateness and "culture appropriate" and apply the concepts to daily living
- Define the concept of dignity of risk

This information is designed to be used during orientation or in an inservice format. Lectures, role-playing or practical exercises and classroom discussion are used as instructional strategies. Competency measures in these training materials include both post training evaluation of written products and post training evaluation of performance.

Strengths and Weaknesses

This training material includes excellent information on both the content and on teaching strategies to maximize participant learning. The content on age-appropriateness includes information not only on age appropriateness but also on an individual's culture. The information on normalization is clearly presented and includes discussion of common misconceptions about normalization and the five desired outcomes of normalization. Current references and additional resources on these topics are provided. The competency measures evaluate skills that can be used within the participant's specific work settings.

The module was revised in 1993 to omit specific references to Maryland. These materials do not include a self-paced component for staff

Topics and Issues

- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Values and principles*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Practice exercises*

Length

- *Lecture notes: 91 pages*
- *Estimated time to complete training: 3.5 hours*

Overall Rating

- *Excellent*

who are hard to reach for training due to other life commitments or the part-time nature of their employment. It also does not include any videotape or other engaging visuals to enhance, capture and hold participant attention.

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Other Information

This training module is a part of a larger curriculum that provides training on normalization/social role valorization, legal rights of individuals with developmental disabilities, characteristics of individuals with developmental disabilities, the Individualized Habilitation Plan (IHP) process, and behavior change. Each module is designed to stand alone or to be used with the other modules as an orientation curriculum.

Source

Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Contact: Kathy Perry
410/550-9700
410/550-9766 *Fax*

Cost

$39.95 per module.
$179.95 for all five modules in the series.
Contact the publisher to verify the cost and method of payment.

The Rights of Individuals with Developmental Disabilities

B. Mills & P. Miller

Kennedy Krieger Institute • 1991

Target Audience

These training materials are designed for administrators, managers and other professionals in developmental disabilities who teach direct service employees. This module would be appropriate in many types of service settings. It would be appropriate for people with a variety of disabilities.

Structure and Content

This training module covers the history and current rights of individuals with developmental disabilities. It is designed to assist participants to understand, acknowledge and protect the rights of individuals with developmental disabilities. The objectives include:

- Describe at least two ways in which individuals with developmental disabilities have been and continue to be discriminated against
- Describe at least two class action law suits and the impact of those lawsuits on service to and rights of individuals with developmental disabilities
- Describe two federal laws which have enhanced the quality of life for individuals
- Define the principles of due process, equal protection, and least restrictive alternative as they relate to individuals with developmental disabilities
- Define concepts of informed consent, substitute consent, guardianship and confidentiality and explain the importance to both staff and individuals served
- Define types of advocacy

This information is designed to be used during orientation or in an inservice format. Lectures, role-playing, practical exercises and classroom discussion are used as instructional strategies. Competency measures include post training evaluation of performance.

Strengths and Weaknesses

These materials include excellent information on instructional strategies and how to maximize employee learning. The overheads and handouts are presented in a manner that increases ease-of-use. The competency measures are designed to measure hands on performance for employees on the training objectives. They provide an excellent linkage from the classroom to the actual work setting. Throughout the material current references are cited from the literature. A list of additional infor-

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Practice exercises*

Length

- *Lecture notes: 87 pages*
- *Estimated time to complete training: 2 hours 50 minutes*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
0	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

mation available on the topic is also provided.

Some content is specific to laws and regulations in Maryland, and thus is not applicable to services provided in other states. However, a revised version which omits the Maryland-specific information is now available. This training material does not include videotapes or other visually stimulating graphics.

Other Information

This training module is a part of a larger curriculum that provides training on normalization/social role valorization, legal rights of individuals with developmental disabilities, characteristics of individuals with developmental disabilities, the IHP process and behavior change. Each module is designed to stand alone or to be used with the other modules as an orientation curriculum.

Source

Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Contact: Kathy Perry
410/550-9700
410/550-9766 *Fax*

Cost

$39.95 per module; $179.95 for all five modules in the series. Contact the publisher to verify the cost and method of payment.

Apnea Monitoring: Your Baby and You

Learner Managed Design • 1992

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curricula is designed to teach skills related to apnea monitoring. Specific topics covered in this curriculum include:

- Causes of apnea and bradycardia
- How to operate and respond to an apnea monitor
- False alarms
- Teaching others to care for the infant

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children in homes and other service settings that require the use of an apnea monitor. This material reviews extremely technical information in a clear and easy to understand manner. The videotape includes demonstration of all skills required in apnea monitoring. The curriculum is professionally produced and is of excellent quality. This material is designed to allow for individual differences by using self-paced instruction and emphasizes the safe use of the procedures described. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Clean Intermittent Catheterization*
- *Communication with Preverbal Infants and Young Children*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*
- *Feeding Infants and Young Children with Special Needs*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Personal care special needs*
- *Physical special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 5 pages*
- *Videotape: 15 minutes*
- *Estimated time to complete training: 15 minutes, 2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present. This videotape is also available in Spanish.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$99.00 to purchase (includes videotape and manual); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Clean Intermittent Catheterization

Learner Managed Design • 1986

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curriculum is designed to teach clean intermittent catheterization care. Specific information reviewed in this curriculum includes:

- Clean intermittent catheterization (benefits, equipment, correct procedures for males and females, warning signs for bladder infections)
- Applications in nursing practice (major points in teaching clean intermittent self-catheterization to a child, role of health professionals in monitoring the child, identify ways health professionals may advocate for children with disabilities)

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children in homes and other service settings that require the use of catheters. This material reviews extremely technical information in a clear and easy to understand manner and is of excellent quality. Examples and demonstration of the skills are completed within a school setting. The material is designed to allow for individual differences through the use of self-paced instruction.

Although the material includes written tests to measure competency, it does not require the learner to demonstrate competence in actual work or home settings. People-first language is not used consistently.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Communication with Preverbal Infants and Young Children*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*
- *Feeding Infants and Young Children with Special Needs*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 20 pages*
- *Videotape: 25 minutes*
- *Estimated time to complete training: 2.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
-	Freedom from bias
0	Competency-based training
0	Normalization/inclusion

- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Communication with Preverbal Infants and Young Children

Learner Managed Design • 1990

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curriculum is designed to teach basic communication development. Specific information reviewed in this curriculum includes:

- Basic principles of communication for young children
- How children develop communication skills, identifying children at risk of speech and language problems
- Practical ways to improve communication with young preverbal children
- Specific ways to help children with developmental disabilities communicate

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide on communication development for parents and direct service staff members who care for infants and young children in homes and other service settings. This material reviews information in a clear and easy to understand manner and is of excellent quality. This material is designed to allow for individual differences through the use of self-paced instruction. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Sensory and communication needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 10 pages*
- *Videotape: 29 minutes*
- *Estimated time to complete training: 2.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

- *Feeding Infants and Young Children with Special Needs*
- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

CPR and Emergency Choking Procedures for Infants and Young Children

Learner Managed Design • 1988

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curriculum is designed to teach CPR and emergency procedures for choking. Specific information reviewed in this curriculum includes:

- Safety precautions to prevent the need for CPR
- CPR for young children
- Artificial respiration and choking for infants and young children

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a review for parents and direct service staff members who care for infants and young children in homes and other service settings regarding CPR and emergency procedures for a choking infant. This material reviews extremely technical information in a clear and easy to understand manner that is designed for individualized instruction. The curriculum is professionally produced and is of excellent quality.

Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings. Demonstration of this skill would be critical in order to ensure competency.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *Communication with Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 16 pages*
- *Videotape: 1 hour*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
0	Freedom from bias
0	Competency-based training
0	Normalization/inclusion

- *Feeding Infants and Young Children with Special Needs*
- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present. A new version of this curriculum has been developed but was not reviewed for this guide.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Feeding Infants and Young Children with Special Needs

Learner Managed Design • 1989

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curriculum is designed to teach information and skills related to feeding infants and young children with special needs. Specific information covered in this material includes:

- Importance of eating, why children may have feeding difficulties, positioning to make feeding easier
- Special equipment and techniques to improve success in feeding
- Safety precautions and behavior difficulties related to eating

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children in homes and other service settings that require the use of special feeding techniques. This material reviews technical information in a clear and easy to understand manner. Many families are used to share information about the special feeding needs of their own children. The curriculum is professionally produced and is of excellent quality. It is designed to allow for individual differences through the use of self-paced instruction and emphasizes the safe use of the procedures described. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *Communication with Preverbal Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 14 pages*
- *Videotape: 26 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Home Gastrostomy Care for Infants and Young Children

Learner Managed Design • 1990

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curriculum is designed to teach information and skills regarding the use of a gastrostomy. Specific topics covered included in this curriculum include:

- Describe main types of gastrostomies used with children, and types of tubes used in feeding
- Feeding children with different types of gastrostomies and giving medications
- Safety precautions and warning signs for gastrostomy care
- Adapting daily activities for children with gastrostomies

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children in homes and other service settings that require the use of a gastrostomy. This material reviews extremely technical information in a clear and easy to understand manner. Emphasis is placed not only on the appropriate care for a gastrostomy but also on daily living skills and the need for children with gastrostomies to be included in regular daily activities with other children. The curriculum is professionally produced and is of excellent quality. It is designed to allow for individual differences through the use of self-paced instruction. The materials emphasize the safe use of the procedures described. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 18 pages*
- *Videotape: 27 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*
- *Communicating with Preverbal Infants and Young Children*
- *Feeding Infants and Young Children with Special Needs*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Home Oxygen for Infants and Young Children

Learner Managed Design • 1988

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curriculum is designed to teach information about the use of home oxygen with infants and young children. Topics include:

- Three commonly used home oxygen systems
- Caring for children using home oxygen systems
- Safety precautions and routine equipment care

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children in homes and other service settings that require the use of home oxygen. This material reviews extremely technical information in a clear and easy to understand manner. The curricula is professionally produced and is of excellent quality. It is designed to allow for individual differences through the use of self-paced instruction. The materials emphasize the safe use of the procedures described. Information is provided regarding insurance and how to work with the insurance industry. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*
- *Communicating with Preverbal Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 17 pages*
- *Videotape: 30 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

- *Feeding Infants and Young Children with Special Needs*
- *Home Gastrostomy Care for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present. This videotape is also available in Spanish.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual, and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Home Tracheostomy Care for Infants and Young Children

Learner Managed Design • 1989

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training module is designed to teach skills related to home tracheotomy care. Specific topics covered include:

- Description of a tracheostomy, suctioning, humidification, and warning signs
- Changing the tracheostomy tube
- Helpful hints to adapt daily activities for a child with a tracheostomy

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children with tracheotomies in homes and other service settings. This material reviews extremely technical information in a clear and easy to understand manner. The materials emphasize the need to provide inclusive opportunities for infants and children with tracheotomies. The curriculum is professionally produced and is of excellent quality. It allows for individual differences through the use of self-paced instruction. The materials emphasize the safe use of the procedures described. Although the material includes written tests to measure competency, it does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 22 pages*
- *Videotape: 37 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

- *Communication with Preverbal Infants and Young Children*
- *Feeding Infants and Young Children with Special Needs*
- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Infection Control in Child Care Settings

Learner Managed Design • 1992

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training module is designed to provide information related to infection control. Specific topics reviewed include:

- How illnesses are spread in child care settings, and policies to protect children and workers
- Procedures to prevent the spread of disease (e.g., proper hand washing, diapering and toileting)
- Food preparation and feeding

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide regarding infection control in homes and other service settings for infants and children with special needs. This material presents information in a clear and easy to understand manner. It is professionally produced and is of excellent quality. This material is designed to allow for individual differences through the use of self-paced instruction. The videotape emphasizes the safe use of the procedures described. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*
- *Communication with Preverbal Infants and Young Children*
- *Feeding Infants and Young Children with Special Needs*

Topics and Issues

- *Early intervention*
- *Educational issues*
- *Health, safety, and emergency issues*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 15 pages*
- *Videotape: 26 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Nutrition for Infants and Toddlers with Special Needs*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present. This videotape is also available in Spanish.

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$198.00 to purchase (includes videotape, manual and test packet); $4.95 each for additional learner manuals; $50.00 per set including videotape and manual to rent. The test packets are not available for rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Nutrition for Infants and Young Children with Special Needs

Learner Managed Design • 1991

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training module is designed to teach information on nutrition for infants and young children. Topics covered in the videotape include:

- Nutrients and their importance, development and infant nutrition
- Reasons why children with disabilities are at risk nutritionally
- Roles of professionals in nutrition, enhancing developmental skills during feeding

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members regarding nutrition for infants and young children in homes and other service settings. This material presents information in a clear and easy to understand manner. Typical situations which families are faced with are used to illustrate points of information throughout the curriculum. The videotape is professionally produced and is of excellent quality. The self-paced instruction allows the learner to proceed at his or her own pace.

Although the material includes written tests to measure competency, it does not require the learner to demonstrate competence in actual work or home settings. This module does not address safety issues.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*
- *Communication with Preverbal Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Viewer guide: 10 pages*
- *Videotape: 24 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

- *Feeding Infants and Young Children with Special Needs*
- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Positioning for Infants and Young Children with Motor Problems*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

$99.00 to purchase (includes videotape and viewer's guide); $50.00 per set including videotape and manual to rent. Contact the publisher to verify the cost and method of payment. There is no shipping or handling charge for pre-paid orders.

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

Positioning for Infants and Young Children with Motor Problems

Learner Managed Design • 1988

Target Audience

These materials were designed to be used by direct service employees, parents and others who provide care in a variety of settings to infants and young children with medical disabilities.

Structure and Content

This training curricula is designed to teach information related to positioning infants and young children with special needs. Specific topics reviewed include:

- Importance of proper positioning, definitions of hypertonic and hypotonic conditions in children with motor problems
- Basic positioning principles in everyday activities such as dressing, transporting, diapering
- Proper lifting techniques, positioning in activities such as bathing, feeding and sleeping

These materials are designed for use during orientation or as inservice training. Instructional strategies include watching a videotape and reading an accompanying manual. Competency is measured via a written test at the end of the training session.

Strengths and Weaknesses

This curriculum provides a comprehensive guide for parents and direct service staff members who care for infants and young children in homes and other service settings that require positioning. This material is professionally produced and is of excellent quality. This material is designed to allow for individual differences through the use of self-paced instruction. The materials emphasize the safe use of the procedures described. Although the material includes written tests to measure competency, the material does not require the learner to demonstrate competence in actual work or home settings.

Other Information

Learner Managed Designs has a number of other training videotapes available. The other titles reviewed for this guide include:

- *Apnea Monitoring*
- *Clean Intermittent Catheterization*
- *CPR and Emergency Procedures for Choking for Infants and Young Children*

Topics and Issues

- *Early intervention*
- *Family supports*
- *Health, safety, and emergency issues*
- *Medical issues*
- *Physical special needs*
- *Personal care special needs*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced learning guide*
- *Videotape*

Length

- *Learner's guide: 16 pages*
- *Videotape: 30 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Very good*

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Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

- *Communication with Preverbal Infants and Young Children*
- *Feeding Infants and Young Children with Special Needs*
- *Home Gastrostomy Care for Infants and Young Children*
- *Home Oxygen for Infants and Young Children*
- *Home Tracheostomy Care for Infants and Young Children*
- *Infection Control in Child Care Settings*
- *Nutrition for Infants and Toddlers with Special Needs*

The material suggests that much of the content is best covered when it is taught by an RN, LPN, or certified instructor. However, the material may also be used as self-paced instruction without an instructor present.

Source

Learner Managed Design, Inc.
PO Box 747
Lawrence, KS 66044
913/842-9088
913/842-6881 *Fax*

Cost

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You Know It's Right

J. Dzenowagis, M. Walz, & J. Sigworth

Macomb-Oakland Regional Center • 1991

Target Audience

These sessions are designed for direct service employees working with individuals with various levels of developmental disabilities in multiple types of settings.

Structure and Content

This is a five-part videotape that comprehensively reviews active treatment (as defined in ICF-MR standards). Specific goals and objectives for participant learning are not explicitly stated. The training material discusses:

- Active treatment
- Assessment
- Planning
- Implementation
- Evaluation and monitoring of active treatment programs

The training materials are designed for use by the direct service employee during preservice, orientation, or inservice training. The sharing of didactic information, anecdotes and case studies are used as instructional strategies. There are no specified competency measures included in the material.

Strengths and Weaknesses

This videotape was professionally produced and is of high technical quality. Its approach to describing active treatment is very positive. Emphasis in placed on active treatment that involves relationships, participation, independence, choice and being a part of the community. The videotape incorporates the values related to age-appropriateness, integration, and social role valorization. Examples are provided within the tape that support these values.

Together the five parts of this tape are seventy-seven minutes long. They do not incorporate any discussion or practice exercises. The sections could be presented individually (e.g., assessment, planning, evaluation) with discussion or experiential components developed by a trainer. However, materials suggesting how to do this are not included with the tape. The lack of competency measures make it difficult to assess how much information direct service staff were able to retain from the videotape or implement in their work settings.

Topics and Issues

- *Individual assessment*
- *Intervention, treatment, and programming*
- *Public policy and planning*
- *Values and principles*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Videotape*

Length

- *Five-part videotape: 77 minutes*
- *Estimated time to complete training: 2–3 hours*

Overall Rating

- *Excellent*

Evaluation Summary

+	Comprehensiveness
-	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
0	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Macomb-Oakland Regional Center
16200 Nineteen Mile Road
Clinton Township, MI 48038-1103
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$33.45 per videotape. Contact the publisher to verify the cost and method of payment.

Behavior: Practical Strategies for Human Service Workers

Meyer Rehabilitation Institute • 1985

Target Audience

This material was specifically designed for academic professionals to use in classroom settings. It is also useful for trainers working in the field of developmental disabilities.

Structure and Content

This material reviews a variety of topics related to providing behavioral support services to persons with developmental disabilities. Specific objectives for this module include:

- Set goals based on "criterion of ultimate function," and select or evaluate goals according to legal and value-based criteria
- Write descriptively about behavior, write behavioral objectives, measure behavior and summarize and record behavioral data
- Demonstrate ability to describe basic behavioral principles and implement at least two programs using behavioral principles
- Describe relationship of assessment to goal setting; recognize importance of assessing more than specific behavior of the individual; analyze assessment data; and describe relationship of assessment to goal achievement
- Select strategies for helping people achieve goals and objectives and design and carry out teaching programs to teach a new behavior or to modify an existing one

This material is specifically designed to be taught in a post-secondary classroom setting. Activities for learning include lecture, case studies, field work, and classroom discussion. The material could be adapted and used as orientation, inservice or continuing education material. Participant knowledge is measured through written tests, and performance or skill demonstration during the learning process.

Strengths and Weaknesses

The content provided in this material is appropriate for use across a number of services related to supporting individuals with developmental disabilities. Interventions to promote learning are reviewed in detail. The performance outcome measures relate directly to the behavioral objectives. Excellent trainer's instructions and master handouts are included in the instructor's manual. This module contains good reference material for those developing training on this topic.

While this material serves as a good reference, it is somewhat dated. Emphasis on the use of non-aversive training interventions is not provided. Furthermore, current assessment strategies such as functional

Topics and Issues

- *Challenging behavior*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- ***Post-secondary education curriculum***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Field work*
- *Learner handbook*
- *Lecture*

Length

- *Instructor's guide: 105 pages*
- *Student guide: 154 pages*
- *Estimated time to complete training: 40–45 hours*

Overall Rating

- *Good*

assessment, and intervention strategies using communicative alternatives to challenging behavior are not included. Examples provided in the content include teaching nonfunctional skills. This curriculum is designed to be taught in a classroom setting and requires 40–45 hours of participant or instructor time.

Evaluation Summary

0	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
-	**Freedom from bias**
+	**Competency-based training**
-	**Normalization/inclusion**

Other Information

This module is one of five in the MRI/Kellogg Curriculum.

Source

Media Center
Meyer Rehabilitation Institute
University of Nebraska Medical Center
600 S. 42nd Street
Box 985450
Omaha, NE 68198-5450
402/559-7467
800/656-3937

Cost

$13.00 per instructor's manual; $17.00 per student manual; $30.00 per set. Contact the publisher to verify the cost and method of payment.

Human Development

Meyer Rehabilitation Institute • 1985

Target Audience

This material was specifically designed for academic professionals to use in classroom settings. It is also useful for trainers working in the field of developmental disabilities.

Structure and Content

This material is divided into seven chapters and covers information on the following topics:

- General theories of human development
- Developmental assumption
- Environmental or genetic factors that impact prenatal development
- Major milestones from birth to twenty-four months
- Primary motor, social, and emotional characteristics from age two to adulthood

This material is specifically designed to be taught in a post-secondary classroom setting. Activities for learning include lecture, case studies, small group discussion, field work and classroom discussion. The material could be adapted and used as orientation, inservice or continuing education material. Participant knowledge is measured through written tests and performance or skill demonstration.

Strengths and Weaknesses

This material is comprehensive and provides an excellent training resource on basic human development. It is easy to use and adequate instructions are provided for the trainer. Experiential exercises are included in the curriculum format. Although completing these exercises would be time consuming, they would really assist the learning in better understanding human development and the service delivery system. As designed, it would take 40–45 hours of instruction or employee time to complete this training. People-first language is not used and cultural issues related to human development are not explored in detail.

Other Information

This module is one of five in the MRI/Kellogg Curriculum.

Source

Media Center
Meyer Rehabilitation Institute
University of Nebraska Medical Center
600 S. 42nd Street

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- ***Varied***

Instructional Formats

- ***Post-secondary education curriculum***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Field work*
- *Lecture*
- *Learner handbook*

Length

- *Instructor's guide: 135 pages*
- *Student guide: 258 pages*
- *Estimated time to complete training: 40–45 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
-	**Freedom from bias**
+	**Competency-based training**
-	**Normalization/inclusion**

Box 985450
Omaha, NE 68198-5450
402/559-7467
800/656-3937

Cost

$13.00 per instructor's manual; $17.00 per student manual; $30.00 per set. Contact the publisher to verify the cost and method of payment.

Introduction to Serving Persons with Developmental Disabilities

Meyer Rehabilitation Institute • 1985

Target Audience

This material was specifically designed for academic professionals to use in classroom settings. It is also useful for trainers working in the field of developmental disabilities.

Structure and Content

This material reviews several topics related to serving persons with developmental disabilities. Specific objectives for this module include:

- Demonstrate ability to describe standards of professional or personal conduct on the job
- Analyze and state personal values and show personal awareness of personal patterns of communication and interaction
- Demonstrate ability to identify the power and influence of attitudes in shaping the quality of human services and define the developmental assumption and normalization principle
- Demonstrate ability to participate in individual planning for persons with developmental disabilities
- Demonstrate ability to participate in skillful team planning for persons with developmental disabilities

This material is specifically designed to be taught in a post-secondary classroom setting. Activities for learning include lecture, case studies, small group discussion, field work, practice exercises and classroom discussion. The material could be adapted and used as orientation, inservice or continuing education material. Participant knowledge is measured through written tests, written assignments and performance or skill demonstration during the learning process.

Strengths and Weaknesses

The content of this training module is appropriate for use in many service settings related to developmental disabilities. It covers core information that all support staff should know before providing services to individuals with developmental disabilities. The instructor's manual provides detailed information to assist individuals in learning the information reviewed in the training module. Several excellent case examples are provided that relate concepts and theories to practical situations. A multi-mode approach to learning is a focus of this curriculum. Relevant forms, lists and other materials are included in the instructor's manual for easy reproduction. The competency measures require both demonstration of skill and test of knowledge; these measures relate directly to the material covered in the training curriculum.

Topics and Issues

- *Case management/service coordination*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Staff development issues*

Settings

- ***Varied***

Instructional Formats

- ***Post-secondary education curriculum***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Field work*
- *Learner handbook*
- *Lecture*

Length

- *Instructor's guide: 114 pages*
- *Student guide: 141 pages*
- *Estimated time to complete training: 36–40 hours*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
-	Freedom from bias
+	Competency-based training
-	Normalization/inclusion

A number of topics are included in the curriculum as a general overview. None of the topics are covered comprehensively. Some of the information is not up-to-date. For example, people-first language is not used or discussed, and self-advocacy, social role valorization, rights of individuals with disabilities are omitted from the content. As designed, this curriculum is best used in a classroom setting and requires 36–40 hours of training or instructor time.

Other Information

This module is one of five in the MRI/Kellogg Curriculum.

Source

Media Center
Meyer Rehabilitation Institute
University of Nebraska Medical Center
600 S. 42nd Street
Box 985450
Omaha, NE 68198-5450
402/559-7467
800/656-3937

Cost

$13.00 per instructor's manual; $17.00 per student manual; $30.00 per set. Contact the publisher to verify the cost and method of payment.

New Employee Orientation Modules for Programs Serving Persons with Developmental Disabilities

Minnesota Department of Human Services • 1995

Target Audience

This material is designed for trainers of direct service employees in programs which provide residential services to people with developmental disabilities.

Structure and Content

This curriculum covers a variety of issues related to working with people with disabilities in residential settings. Specific topics include:

- Providing training for the adult learner, organizing training, presenting training and ongoing and annual retraining
- Overview of developmental disabilities, relating to people with disabilities, definition of developmental disabilities, causes of mental retardation and related conditions, attitudes about people with developmental disabilities and labeling
- The Minnesota service delivery system: case management services, supports and resources, and rules and regulations
- Community integration and normalization, philosophy, rationale, and definition of integration, improving community integration, inclusion, practical strategies for community integration
- Minnesota Vulnerable Adults Protection Act and Rule 10; purpose, definitions of abuse, neglect and vulnerable adult, prevention, how abuse is reported
- Resident Rights, rights of all Americans, rights of people with disabilities, Resident Bill of Rights
- Data Practices, Minnesota Data Practices Act, data privacy and confidentiality, authorization for release of information, informed consent and access to records
- Active treatment, interdisciplinary planning
- Documentation
- Epilepsy and seizure control
- Control of infection, communicable diseases, symptoms of illness, nutrition and dietary information, oral hygiene and dental care.
- Personnel practices, right to know, equal opportunity, and affirmative action

This information is designed to be used as orientation material for new employees. It could easily be used as inservice training. Each module has a pre- and a post-test to measure employee competency and includes a competency-based skill demonstration checklist.

Topics and Issues

- *Case management*
- *Health care, safety, and emergency issues*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Personal care special needs*
- *Physical special needs*
- *Sensory/communication needs*
- *Staff development issues*

Settings

- ***Residential***
- *Vocational*

Instructional Formats

- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Group discussion*
- *Lecture*

Length

- *Instructor's guide: about 280 pages*
- *Estimated time to complete training: 22 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Strengths and Weaknesses

Each module presents comprehensive information in a condensed and easy to read manner. Most of the information is accurate, up-to-date and complete. Current references are cited throughout the text and additional resources are provided. Excellent instructions are provided for the trainer and the material contains suggestions for how the information could be adapted to meet specific program needs.

The cost of the material is minimal and the overall design of the modules allows one to pick and choose priority training needs. Examples are provided throughout the material that tell how the information applies to direct service provision. People-first language and the principles of inclusion, normalization and community involvement are modeled throughout the material. The competency measures accurately reflect the overall learning objectives of the material.

The modules do not cover the Fair Housing Act, the Home Care Bill of Rights, PL 94-452, PL 94-142, or the DD Act.

In 1995, these modules were updated and now include a self-paced text and learner packet. This is made available for use by workers who are hard to get to a classroom session or for workers who learn best when learning occurs at their own pace.

Other Information

This material includes a total of fourteen separate training modules which can be used together or individually to provide orientation training to new employees. Each module contains basic introductory content related to each module topic and suggestions as to how the material can be individualized to meet the unique training needs of each program location.

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

Contact the publisher to verify the cost and method of payment.

Communication for People with Severe Disabilities

J. Sigafoos & T. Mustonen

Minnesota Governor's Planning Council on Developmental Disabilities • 1992

Target Audience

This module is designed for use by trainers of direct service staff, and families of people with disabilities who provide or receive services across a variety of settings and levels/types of disabilities.

Structure and Content

This curriculum covers a variety of issues related to communication and people with severe disabilities. Specific objectives include:

- Define augmentative and alternative communication
- Recognize there is a relationship between unacceptable social behavior and the ability to communicate
- List steps in planning augmentative communication intervention
- Describe instructional techniques used to implement augmentative communication systems
- Demonstrate the procedures for teaching requesting using a direct select communication system
- Demonstrate procedures for teaching rejecting and leave taking
- Describe how graphic mode symbols can be used to teach learners to follow instructions or events of daily routine or to shop more independently
- Describe possible ways graphic symbols can be displayed and list materials needed for constructing various display surfaces for graphic mode communication systems

A variety of instructional strategies are used including discussion groups, role plays and practical exercises, classroom discussion and lectures. This material is designed to be delivered to participants as preservice or inservice training. There are no competency measures provided in this curriculum.

Strengths and Weaknesses

This curriculum provides basic introductory information related to teaching alternative/augmentative communication skills to individuals with developmental disabilities. Steps taken in developing alternative communication systems are also provided as is a comprehensive glossary of terms. A comprehensive list of additional resources available on the topic of alternative/augmentative communication is provided. This material is appropriate to be taught across any setting in which people

Topics and Issues

- *Intervention, treatment, and programming*
- *Sensory and communication needs*

Settings

- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Lecture*
- *Videotape*

Length

- *Instructor's guide: 139 pages*
- *Estimated time to complete training: 8 hours*

Overall Rating

- *Very good*

with communication disabilities receive services. Throughout this material people-first language is used. The terminology selected is easy to understand. This curriculum uses multiple modes of instruction, including video, lecture, and discussion.

This curriculum does not include comprehensive information on values and empowerment issues related to communication for people with disabilities. Although the curriculum reviews various types of alternative and augmentative communication systems (i.e., fan array, Velcro system, key ring, boards) it does not suggest having these systems available for classroom demonstration. Having these materials available and requiring participants to practice using these materials would be an essential adaptation to this curriculum. There are no competency measures or demonstration requirements included in this curriculum.

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/Inclusion**

Other Information

This module is one of five in the Minnesota Governor's Planning Council on Developmental Disabilities series. This material is designed to be used in conjunction with the videotape *Talk is Not a Four Letter Word.* This videotape is available from the American Speech-Language-Hearing Association in Rockville, MD.

Source

MN Educational Services at Capitol Center
70 W. County Road B2
Little Canada, MN 55112
Contact: Judy
612/415-5379
612/415-5508 *Fax*

Cost

$3.00 for one module; $3.75 for two; $4.25 for three; for four or more add $.25 per module. Make checks payable to MN Educational Services. Refer to module E1179. Contact the publisher to verify the cost and method of payment.

How to Develop Individual Plans

A. Donnellan & M. Gracyk

Minnesota Governor's Planning Council on
Developmental Disabilities • 1992

Target Audience

This material is designed to be used by trainers of direct service providers and beginning supervisory staff who are responsible for providing direct service to individuals with developmental disabilities across a variety of service settings.

Structure and Content

This material reviews information regarding the development of individualized programs. Specific goals include:

- Recognizing the value of developing individualized plans; define individualized plans; state the purpose of individualized plans; recognize the stages of the planning process
- Identifying critical factors in organizing a meeting to develop an individual plan; develop a list of individuals who should attend
- Conducting an inventory of at least one community environment in which individuals can or could actively participate; develop a list of potential settings
- Identifying abilities and difficulties of one individual in at least one community environment as compared to the abilities and actions needed by one non-disabled citizen to succeed in that environment
- Analyzing the difference between performance of an individual with a disability and an ordinary citizen in one community environment.
- Developing at least two goals and three objectives related to a particular community environment for an individual plan for the individual based on interventions
- Actively and meaningfully participating in a meeting of an individual planning team for an individual

This material is designed for use as inservice or orientation training. Instructional strategies included in this curriculum are: discussion groups, role play and practical exercises, classroom discussion and lectures. No competency measures are included in this training module.

Strengths and Weaknesses

This curriculum provides an excellent overview of developing individual plans. It emphasizes including the individual and their family in the planning process and on developing the plan around their personal preferences. Although there are practice exercises, they are general in nature and will not apply to specific settings. The information included

Topics and Issues

- *Case management and service coordination*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Instructor's manual: 200 pages*
- *Estimated time to complete training: 8 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

in this curriculum would have to be adapted to reflect specific agency forms and planning processes.

Other Information

This module is one of five in the Minnesota Governor's Planning Council on Developmental Disabilities series. It is designed to be used in conjunction with a videotape entitled *Regular Lives*, available from Syracuse University, WETA Education Activities, P.O. Box 2626, Washington, DC 20013. The material additionally suggests that the instructor prepare a video on "activities" and "prompting." These materials are not included with this curriculum.

Source

Minnesota Educational Services at Capitol Center
70 W. County Road B2
Little Canada, MN 55112
Contact: Judy
612/415-5379
612/415-5508 *Fax*

Cost

$3.00 for one module; $3.75 for two; $4.25 for three; for four or more add $.25 per module. Make checks payable to MN Educational Services. Refer to module E1176. Contact the publisher to verify the cost and method of payment.

How to Position People with Severe Disabilities

J. Bergman

Minnesota Governor's Planning Council on Developmental Disabilities • 1992

Target Audience

This material is designed to be used by trainers of direct service providers and beginning supervisory staff who are responsible for provider direct service to individuals with developmental disabilities across a variety of service settings.

Structure and Content

This material reviews information regarding positioning, lifting and transferring for people with severe physical disabilities. Specific goals include:

- Recognizing the importance of therapeutic positioning
- Understanding the primary principles of therapeutic positioning in a seated position
- Being familiar with general rules and generic principles for positioning an individual
- Understanding the importance of using therapeutic positioning guidelines to assist an individual with developmental disabilities in all positions at all times
- Understanding the importance of applying therapeutic positioning guidelines to assist individuals at meal times

This material is designed for use as inservice or orientation training. Instructional strategies included in this curriculum are: case studies, demonstration and modeling, role play and practical exercises, classroom discussion and lectures. There are no competency measures included in this training module.

Strengths and Weaknesses

This curriculum has explicitly stated goals and objectives. It is designed to teach potential trainers to train direct service providers and front line supervisors on these topics. The curriculum includes excellent experiential learning components designed to provide the learner with hands-on real life experiences in positioning, lifting and transferring. A listing of additional resources regarding this topic is included.

The content in this material is extremely specific and technical in nature. At times technical medical terminology is used to describe procedures or interventions. No standards or competency measures are included. Although instructions for how the trainer should use this information are included, there are no written prerequisites for the

Topics and Issues

- *Physical special needs*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Instructor's manual: 185 pages*
- *Estimated time to complete training: 8 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
0	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

trainer. People who intend to train others using this curriculum should have prior experience in positioning, lifting and transferring people with disabilities and should have a basic knowledge of the terminology that is used regarding these issues.

Other Information

This module is one of five in the Minnesota Governor's Planning Council on Developmental Disabilities series. This training material is designed to be used in conjunction with a 60-minute training video called *Joan Bergman* on the importance of therapeutic positioning (1990). Contact the publisher to secure information about how to obtain this video.

Source

Minnesota Educational Services at Capitol Center
70 W. County Road B2
Little Canada, MN 55112
Contact: Judy
612/415-5379
612/415-5508 *Fax*

Cost

$3.00 for one module; $3.75 for two; $4.25 for three; for four or more add $.25 per module. Make checks payable to MN Educational Services. Refer to module E1178. Contact the publisher to verify the cost and method of payment.

Positive Learning: An Alternative to Behavior Management

W. Hitzing

Minnesota Governor's Planning Council on Developmental Disabilities • 1992

Target Audience

This material is designed to be used by trainers of direct service providers and beginning supervisory staff who are responsible for provider direct service to individuals with developmental disabilities across a variety of service settings.

Structure and Content

This material reviews information regarding positive approaches to behavior management for people with developmental disabilities. Specific goals and objectives include:

- Understand that challenging behavior has a strong communicative function and that people often respond in a disruptive, dangerous manner because supports and service that meet their needs are not being provided
- Understand that there are no "great and desperate cures" and that helping another person change his or her behavior will probably require a comprehensive plan that deals with all major aspects of life
- Recognize that because challenging behavior is often caused at least in part by inadequate supports and services individualization of services to better meet the person's needs must be attempted as opposed to the traditional approach of focusing on decreasing specific "target behaviors" through rewards and/or punishments
- Recognize causes for challenging behavior, especially with regard to environmental influences preceding and following behavior
- Distinguish between simply managing a person's behavior vs. supporting him or her in learning to change through listening, negotiation, and effective positive teaching strategies

This material is designed for use as inservice or orientation training. Instructional strategies included in this curriculum include case studies, role-play and practical exercises, classroom discussion and lectures. There are no competency measures included in this training module.

Strengths and Weaknesses

This curriculum provides an excellent overview to many concepts regarding alternatives to behavior management. It focuses specifically on the need to understand the many causes of challenging behavior such as communication issues and environmental concerns. Excellent information is provided on assessing challenging behavior. Examples are used

Topics and Issues

- *Intervention, treatment, and programming*
- *Challenging behavior*
- *Individual assessment*

Settings

- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Instructor's manual: 185 pages*
- *Estimated time to complete training: 8 hours*

Overall Rating

- *Very good*

throughout the training curriculum that are appropriate across all settings in which people with disabilities receive services. Additionally, participant exercises are included in the material that apply to the individuals to whom the participants provide services.

There are no competency measures included in this curriculum. Information on the use of aversive and deprivative procedures or specific regulations and laws that prohibit the use of these procedures is not included.

Evaluation Summary

0	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This module is one of five in the Minnesota Governor's Planning Council on Developmental Disabilities series. This training material is designed to be used in conjunction with a training video entitled *An Elephant at Mouse Place* (1990). Contact the publisher to secure information about how to obtain this video.

Source

Minnesota Educational Services at Capitol Center
70 W. County Road B2
Little Canada, MN 55112
Contact: Judy
612/415-5379
612/415-5508 *Fax*

Cost

$3.00 for one module; $3.75 for two; $4.25 for three; for four or more add $.25 per module. Make checks payable to MN Educational Services. Refer to module E1175. Contact the publisher to verify the cost and method of payment.

Technological Adaptations to Increase Independence

R. Stack

Minnesota Governor's Planning Council on Developmental Disabilities • 1992

Target Audience

This module is designed for use by trainers of direct service staff working across service settings and levels or types of disabilities.

Structure and Content

This module covers a variety of topics related to technological adaptations for people with developmental disabilities. Specific objectives for this module include:

- Recognize the role technology plays in the lives of people with developmental disabilities
- Identify the first person to speak to when considering the use of technology for a person with a disability and list three other factors to consider
- Identify the three uses of positioning and seating
- Identify the uses of two different types of wheelchairs and describe appropriate uses for each
- Describe or demonstrate the use of an environmental control system
- Describe ways in which computers can be used to assist people with disabilities

A variety of instructional strategies are used including discussion groups, role plays and practical exercises, classroom discussion and lectures. This material is designed to be delivered to participants as preservice or inservice training. No competency measures are provided with this curriculum.

Strengths and Weaknesses

This module reviews a variety of issues related to the use of technological adaptations to assist individuals with disabilities. In addition to the content provided in the module, a complete glossary and a listing of additional resources available are included. This module is appropriate for use across a variety of settings in which services are provided to people with severe disabilities who require technological adaptations or supports. This material is well-organized, easy to use, and includes black-line transparency and handout masters that could easily be reproduced. People-first language is used throughout the curriculum. When necessary information regarding safety practices is included.

The information on the use of computers with people with disabilities may require additional updated information depending on the types

Topics and Issues

- *Intervention, treatment, and programming*
- *Physical special needs*

Settings

- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Exercises*
- *Lecture*
- *Videotape*

Length

- *Instructor's guide: 167 pages*
- *Estimated time to complete training: 8 hours*

Overall Rating

- *Very good*

of technological adaptations used by the individuals to whom the direct service is being provided. There are no competency measures or skill demonstration requirements included in this material.

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This module is one of five in the Minnesota Governor's Planning Council on Developmental Disabilities series. This information was designed to be used with the videotapes *Technology: Tools for Life* and *Richard Dodds on Technology.* Both of these training videos are available through the publisher of this curriculum. The curriculum indicates that many of the technological materials should be made available for demonstration during the training.

Source

MN Educational Services at Capitol Center
70 W. County Road B2
Little Canada, MN 55112
Contact: Judy
612/415-5379
612/415-5508 *Fax*

Cost

$3.00 for one module, $3.75 for two, $4.25 for three; for four or more add $.25 per module. Make checks payable to MN Educational Services. Refer to module E1177. Contact the publisher to verify the cost and method of payment.

Basic Concepts II

Monaco & Associates • 1992

Target Audience

This material is designed to be used by paraprofessionals or direct care staff or by other professionals who provide training or instruction to these workers.

Structure and Content

These videotapes include subject matter within the following topics:

- Human sexuality: rights and mentor relationships
- Challenging behavior: medical/environmental causes and functional assessment
- Aging: meeting basic needs and living with dignity
- Teaching anger management
- Self-determination in choice-making

This material is designed for use with inservice and preservice training. It uses a variety of instructional strategies including small discussion groups, role-play, demonstration / modeling, one-to-one instruction and follow-along materials. Competency is measured by performance / skill demonstration following the training session at work site and written post-test.

Strengths and Weaknesses

The discussants portrayed in the videotapes frequently relate issues such as anger management to themselves, illustrating that they are not just issues faced by people with developmental disabilities. The aging modules primarily deal with general aging issues, and are not limited to people with developmental disabilities. Instructions for the instructor and the learner are clear and explicit. Although no specific strategies to accommodate individual differences are noted, the material could easily be adapted. There are no references to support the content or to refer to for further learning.

Other Information

Monaco & Associates have other training materials available.

Topics and Issues

- *Challenging behavior*
- *Human sexuality*
- *Legal issues, self-advocacy, and individual rights*
- *Residential services*
- *Services to persons who are elderly*

Settings

- ***Varied***

Instructional Formats

- *Train-the trainer*
- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Handout masters*
- *One-to-one instruction*
- *Role-play*
- *Small discussion groups*
- *Videotapes*

Length

- *Videotapes: 12–18 minutes each*
- *Estimated time for completion: 1–2 hours per module or 8–16 hours total*

Overall Rating

- *Very good*

Evaluation Summary

0	Comprehensiveness
+	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Monaco & Associates
1625 Blackthorn Drive
Glenview, IL 60025
Contact: Jeanne Tomiser
708/724-8744

Cost

$150 per video; $275 for sets of two. Contact the publisher to verify the cost and method of payment.

Documentation — Your Best Defense

National Crisis Prevention Institute, Inc. • 1992

Target Audience

This material is designed for use by direct service providers and professionals who provide support services to people with and without disabilities across a variety of settings and types of services.

Structure and Content

This material provides an overview of the legal issues related to documentation in a variety of settings. Specific objectives for this curriculum include:

- Appreciate the importance of documentation
- Understand what should be reported and why
- Produce clear and organized reports
- Define incident and use of incident reports
- Identify how perceptions and subsequent memory of an incident are determined
- Errors commonly made in documenting

This information is designed to be taught during orientation, inservice or continuing education. Instructional strategies include case studies, demonstration and modeling, practical exercises, and didactic information provided through a videotape. Written tests are used to measure competency.

Strengths and Weaknesses

This material provides excellent information on the legal issues related to documentation. However, it does not provide specific information on the type of documentation required in the provision of residential support services to people with developmental disabilities. The examples used to illustrate points are primarily based in hospital and clinic settings. The material is very easy to use and could be used as a self-paced training module. People-first language is not used consistently.

Other Information

The National Crisis Prevention Institute has developed training modules on several other topics.

Source

National Crisis Prevention Institute, Inc.
3315-K North 124th Street

Topics and Issues

- *Documentation*
- *Intervention, treatment, and programming*
- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Learner guide: 14 pages*
- *Teacher's guide: 6 pages*
- *Videotape: 45 minutes*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
-	**Freedom from bias**
0	**Competency-based training**
N/A	**Normalization/inclusion**

Brookfield, WI 53005
800/558-8976
414/783-5787
414/783-5906 *Fax*

Cost

$12.00 per Docupak; $3.00 per leader guide; $485.00 per videotape. Contact the publisher to verify cost and method of payment.

Direct Care Competency Manual

New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) • 1991

Target Audience

This material is designed for use by trainers and supervisory staff as a means of measuring direct service staff competencies across a variety of areas, and identifying direct service staff training needs.

Structure and Content

This material provides competency-based checklists and training outlines and content across many areas of direct service staff responsibilities. The curriculum is divided into six broad categories representing the major areas of responsibility in planning and providing services to people with developmental disabilities. Those categories include:

- Participation in the team process
- Providing a safe and clean environment
- Activities of daily living
- Maintaining health
- Organizing recreation and leisure activities
- Maintaining operations

Between seven and thirty specific tasks are identified and described within each category. Learning guides for staff members are available for twenty-one of those tasks. Examples of topics covered in the learning guides include providing hair care (activities of daily living), using hand washing techniques (providing a safe and clean environment), and planning and constructing activities for small groups (organizing recreation and leisure activities).

This information is designed to be used during an employees' orientation. When used in conjunction with the training modules, case studies, demonstration, modeling, one-to-one instruction, and structured feedback are all used as possible instructional strategies. Competency based checklists requiring performance and skill demonstration are used to measure employee competence.

Strengths and Weaknesses

The demonstration checklists allow for individual difference in learning and provide a hands-on experiential component to learning. Direct observation from a supervisor or trainer is required to determine the competency of an individual employee. For the job tasks which have corresponding checklists, the task analysis and competency checklists are comprehensive.

The amount of paperwork generated by using this system is enormous and the implementation of the checklist presumes that there is supervisor or trainer availability to complete the checklists with each

Topics and Issues

- *Community integration and participation*
- *Health care, safety, and emergency issues*
- *Individual assessment*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Staff development issues*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***

Instructional Modes

- *Classroom instruction*
- *Competency checklist*
- *On-the-job training*

Length

- *Competencies: about 400 pages*
- *Individual training outlines: 20–30 pages each*
- *Estimated time to complete training: varies by individual learner*

Overall Rating

- *Very good*

individual employee. Additionally, the content included in the individual training modules that accompany this material is not comprehensive and much of it does not reflect contemporary service delivery values.

Evaluation Summary

0	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
+	**Experiential component**
0	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

Other Information

This manual is designed to be used in conjunction with twenty-one competency-based learning guides developed by the New York Office on Mental Retardation and Developmental Disabilities (OMRDD). Since these materials were received, seven additional learner guides have been developed. The competency manual and its components are updated annually.

OMRDD has also published trainee manuals and instructors' guides on a wide range of topics in their direct care instructional materials set. Many of those materials were developed before 1986 but some were developed more recently. The cost for the trainee manuals and instruction guides ranges from $3.00 to $20.00 per item. Video and audiotapes are available on at least fourteen topics. Costs for the audio and video materials range from $15.00 to $45.00 per item.

Source

Office of Workforce Planning and Development
Bureau of Training and Development
44 Holland Avenue
Albany, NY 12229
Contact: Nancy Furnia
518/473-1190
518/473-4490 *Fax*

Cost

$20.00 per manual. $2.00 per competency-based learning guide. Contact the publisher to verify the cost and method of payment.

Positive Approaches to Behavior Change

B. Warren, I. Evans, & J. Hoffman

New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) • 1991

Target Audience

This material is designed to be used by trainers of direct service staff working with individuals with developmental disabilities across a variety of service settings and types of disabilities.

Structure and Content

This material reviews information related to positive behavior intervention. The material is divided into seventeen modules with individual specific objectives. The modules include:

- Components of behavior change
- Creating a functional environment
- Scenario based active treatment
- Writing a scenario
- Importance of social interaction
- Understanding the determinants of behavior
- Overview of assessment and evaluation
- Using assessment instruments
- Components of an effective behavior program
- Consequences to behavior
- Teaching substitute skills
- Teaching general alternatives
- Case prevention
- Teaching adaptive behavior
- Designing formal intervention plans

This material is designed to be used as a training seminar. Instructional strategies include classroom and small group discussion and lecture. There are no competency measures described in the material.

Strengths and Weaknesses

This material provides a wealth of contemporary information on positive approaches to behavior change. However, the information is difficult to use and requires a great deal of time and commitment on the part of the instructor to read, synthesize and organize the content so that it can be taught effectively to participants. The material does include overhead transparency masters and several useful handouts for

Topics and Issues

- *Challenging behavior*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom instruction*

Length

- *Instructor's reference material (vol. 1): 185 pages*
- *Instructor's guide (vol. 2): 155 pages*
- *Estimated time to complete training: 1–4 hours per session, 16–20 hours total*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
-	**Quality of instructor instructions**
-	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

participants. There are no competency measures included in the curriculum.

Other Information

The curriculum is designed to be taught by a team of two instructors, one who has a strong background in psychology and one who is a training specialist. The material is divided into two separate volumes. Volume one is considered prerequisite background information for the instructor. Volume two, which contains the content to be provided to employees, is currently being revised.

OMRDD has also published trainee manuals and instructors' guides on a wide range of topics in their direct care instructional materials set. Many of those materials were developed before 1986 but some were developed more recently. The cost for the trainee manuals and instruction guides ranges from $3.00 to $20.00 per item. Video and audiotapes are available on at least fourteen topics. Costs for the audio and video materials range from $15.00 to $45.00 per item.

Source

Office of Workforce Planning and Development
Bureau of Training and Development
44 Holland Avenue
Albany, NY 12229
Contact: Nancy Furnia
518/473-6367
518/473-4490 *Fax*

Cost

$10.00 per module for volume 1; $15.00 per module for volume 2. Contact the publisher to verify the cost and method of payment.

Strategies for Crisis Intervention and Prevention

New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) • 1988

Target Audience

This material is designed to be used by trainers of direct service staff working with individuals with developmental disabilities across a variety of service settings and types of disabilities.

Structure and Content

This material reviews information related to crisis intervention. Specific goals for this curriculum include:

- Improving the quality of life for individuals by providing staff with the information and skills to provide a therapeutic environment
- Developing a proactive approach manage crisis situations
- Increase competence and confidence of those who deal with crises

This material is designed to be used as a training seminar. Instructional strategies include: classroom and small group discussion, demonstration and modeling, and lecture. Performance and skill demonstration and written tests are used to measure competency for this material.

Strengths and Weaknesses

This curriculum reviews what to do when a stressful, crisis-oriented situation arises in a particular program. Physical intervention techniques are reviewed and some information is provided on proactive environmental strategies to prevent crisis from developing. An additional resource list is provided on materials related to stress management for staff. Both performance and written measures of competency are included.

Other Information

The curriculum recommends that the trainer be a Qualified Mental retardation Professional (QMRP) with experience in working with people with challenging behavior who knows the individuals being served in the particular agency in which the direct service staff work. In New York, the instructor must be certified to teach this course.

OMRDD has also published trainee manuals and instructors' guides on a wide range of topics in their direct care instructional materials set. Many of those materials were developed before 1986 but some were developed more recently. The cost for the trainee manuals and instruction guides ranges from $3.00 to $20.00 per item. Video and audiotapes are available on at least fourteen topics. Costs for the audio and video

Topics and Issues

- *Challenging behavior*
- *Health care, safety, and emergency issues*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Trainer-facilitated*
- ***Train-the-trainer***

Instructional Modes

- *Classroom instruction*

Length

- *Instructor's guide: 110 pages*
- *Estimated time to complete training: 16–24 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
0	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

materials range from $15.00 to $45.00 per item.

Source

Office of Workforce Planning and Development
Bureau of Training and Development
44 Holland Avenue
Albany, NY 12229
Contact: Nancy Furnia
518/473-1190
518/473-4490 *Fax*

Cost

$10.00 per module. Contact the publisher to verify the cost and method of payment.

North Dakota Statewide MR/DD Staff Training Program

The North Dakota Center for Disabilities (UAP)

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel who are working in residential programs serving people with developmental disabilities in North Dakota.

Description

This training program was developed in 1983 by the North Dakota Department of Human Services in coordination with Minot State University. The training system is based on a "circuit model" in which the work site has been designated as the most appropriate location for the training. The trainers for this program are conjointly chosen by the agency hiring the trainer and the State Developmental Disabilities Director. Trainers are employed by agencies and must have a Bachelor's of Arts degree from an accredited institution of higher education in special education, psychology, social work or nursing and must have teaching and/or work experience within the field of developmental disabilities. All trainers must go through a train-the-trainer program and must correctly answer ninety percent of the questions on a composite test covering developmental disabilities.

The North Dakota competency-based program has seven training levels:

- ***Level 1:*** Orientation training which includes forty hours of inservice training for full-time direct service staff on topics such as the nature of mental retardation, normalization, human and legal rights, habilitation planning, and agency and client specific information
- ***Level 2:*** Position-based competency for all positions which reviews complete job functions, how to implement individual programs and ensure the rights and safety of the individuals served
- ***Level 3:*** Certificate program which includes forty hours of training, completion of fourteen based study modules, including CPR and first aid training, and a course of supervised field experience. An additional twenty-one elective modules are available on topics such as basic health, behavior modification and/or recreation/leisure skills
- ***Level 4:*** Advanced Certification for staff who have completed the certificate program. This certification consists of ten additional modules on aging issues, communication, leisure, behavior management, sexuality and nutrition
- ***Level 5:*** Associate of Arts in Developmental Disabilities includes twenty-seven semester hours on DD plus fifty-nine hours of general education course work. This degree is only available to personnel employed in approved residential and day programs

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*
- *Post-secondary education curriculum*

Settings

- *Educational*
- ***Residential***
- *Vocational*
- *Varied*

Instructional Modes

- *Lectures*
- *On-site instruction by trainers using modeling, side-by-side teaching, and observation*
- *No study/test-out*
- *Self-instruction with instructor monitoring*
- *Self-instruction with small group training*
- *Workshops*

- ***Level 6:*** Bachelor of Arts in Developmental Disabilities through Minot State University
- ***Level 7:*** Master of Science in Special Education through Minot State University

The modules in this curriculum vary in quality from good to excellent, but the overall system for delivery of statewide training is excellent. For each training module, an individual must pass a written test which is administered by staff trainers with 85% accuracy and complete all practicum requirements. A pre-test survey is also available which asks comprehensive questions related to all of the training modules. It is possible for employees who have existing competency related to the content of the training modules to test-out without first completing training.

The modules were developed in several different ways. Several core training modules were reprinted directly from the MRI training series published in 1985 by the University Affiliated Program in Nebraska. The MRI modules have been reviewed elsewhere in this resource guide. The modules on Developing Communicative Interactions are a modified version of those developed by Kansas UAP. The Kansas UAP version of those modules are also reviewed elsewhere in this resource guide. The modules that were developed specifically for the North Dakota program have been reviewed for this resource guide.

Other information

Minot State University offers a series of six annual workshops for which continuing education units may be earned.

Source

Dr. Demetrios Vassiliou
Director of Field Training Programs
Box 131
Minot State University
Minot, ND 58707
701/858-3047
800/233-1737
701/858-3050 *TDD*
701/858-3483 *Fax*

Cost

$144.50 for the entire series of modules. Contact the publisher to verify the cost and method of payment.

Aging and Developmental Disabilities

The North Dakota Center for Disabilities (UAP) • 1991

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel working in residential programs serving people with developmental disabilities within the state of North Dakota.

Structure and Content

This curriculum covers information related to aging and people with developmental disabilities. The thirteen units include specific information related to aging and developmental disabilities such as:

- Population overview: definition, size, characteristics
- Philosophical considerations: normalization, social role valorization, developmental principle
- Health promotion: health and well-being, vision, hearing, physical appearance, deconditioning, central nervous system, sleep and other health issues
- Mental health issues: mental retardation vs. mental illness, dementia, depression, schizophrenia, promoting mental health, intervention techniques for problem behavior
- Informal support systems: informal supports, reallocation of elderly
- Aging and retirement
- Death and dying: why, when, and where do people die, behavior and attitudinal dimensions of death and dying, emotional and behavioral consequences of death and dying
- Rights: protections under law, competence and consent, restricting legal rights, basic rights of older persons
- Abuse, neglect and exploitation: list definitions, reporting, and investigating
- Case management: definition and historical perspective, range of services provided by professional geriatric case managers, participants in case management
- Developmental disabilities in North Dakota
- Aging services in North Dakota
- Integrating older persons with developmental disabilities: aging network; aging program opportunities; networking and selecting programs; integrating individuals vs. groups; using staff and companions

This information is designed to be used during orientation or inservice training for direct service employees. The teaching strategies used with this curriculum include use of a self-paced learning package, case studies and structured feedback. It would be possible to adapt the material

Topics and Issues

- *Case management/service coordination*
- *Health care, safety, and emergency issues*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Services to persons who are elderly*

Settings

- ***Residential***
- *Vocational*

Instructional Formats

- *Post-secondary education curriculum*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *No study/test-out*
- *Self-paced text*

Length

- *Student/instructor guide: 104 pages*
- *Estimated time to complete training: 6–8 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
-	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

to be used with discussion or lecture formats with role plays and practical exercises. Written review assignments placed throughout the training are used as competency measures for the material.

Strengths and Weaknesses

This material provides excellent information regarding issues related to aging and developmental disabilities. Information provided on issues related to death and dying are excellent. The federal definition of mental retardation/developmental disability is used, but the new 1992 AAMR definition of mental retardation is not included. Current references are used throughout the material to support the content. This material is applicable to any agency which provides support services to people with developmental disabilities who are aging. The content provides specific examples of how the information applies to providing direct services. Used as a self-paced text, this material makes training hard-to-reach employees easier.

People-first language is not used consistently throughout the material. The material does not include specific information as to how the learner and/or instructor should use the information. This makes the material more difficult to use and understand. Experiential components are not included for instruction or demonstrating competence.

Other Information

This material is divided into five training modules and thirteen individual units which could be taught as individual sections. This module is one in a series of modules prepared for the North Dakota Statewide MR/DD Staff Training Program. The overall program is described in the first review of this series.

Source

Dr. Demetrios Vassiliou
Director of Field Training Programs
Box 131
Minot State University
Minot, ND 58707
701/858-3047
800/233-1737
701/858-3050 *TDD*
701/858-3483 *Fax*

Cost

$5.50 for the module. Contact the publisher to verify the cost and method of payment.

Legal Issues and Developmental Disabilities

The North Dakota Center for Disabilities (UAP) • 1991

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel working in residential programs serving people with developmental disabilities within the state of North Dakota.

Structure and Content

This curriculum covers information related to legal issues and rights of people with developmental disabilities. Specific topics include:

- Normalization and social role valorization
- Human and legal rights; brief history of treatment of people with developmental disabilities; three basic principles underlying the U.S. Constitution; the North Dakota lawsuit and its ramifications
- Rights of individuals with disabilities; habilitation treatment and least restrictive environment
- Individual justice plans (IJP); definition: list goals/objectives/composition of the IJP; procedural steps to use when persons with developmental disabilities are questioned by the police; considerations of alternative sentences for people with developmental disabilities
- Advocacy; self, personal, citizen and system
- Abuse, neglect and exploitation
- Guardianship

This information is designed to be used during orientation or inservice training for direct service employees. The teaching strategies used with this curriculum include use of a self-paced learning package, case studies, practical exercises and possible discussion/lecture formats. Written tests throughout the training are used as competency measures for this material.

Strengths and Weaknesses

This material provides a comprehensive review of issues related to the legal rights/responsibilities of individuals with developmental disabilities. Information on the Americans with Disabilities Act is included. Excellent exercises on the rights of people with disabilities are provided for the learner. Current references are used to support the content and a list of additional resources on this topic is provided. The material can be used as a self-paced text which avails the training to employees who work hours that conflict with scheduled training sessions. Excellent examples are provided which apply the information reviewed in the text

Topics and Issues

- *Case management/service coordination*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Values and principles*

Settings

- ***Residential***
- *Vocational*

Instructional Formats

- *Post-secondary education curriculum*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *No study/test-out*
- *Self-paced text*

Length

- *Student/instructor guide: 108 pages*
- *Estimated time to complete training: 2–3 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
-	Quality of learner instructions
-	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/Inclusion

to practical work experiences for direct service employees. The material is easy to read and understand and people-first language is used throughout.

The content related to the history of services to people with developmental disabilities and guardianship issues are specific to the state of North Dakota. Although easy to read/understand, there are no specific instructions designed to tell the learner or instructor how to use the information.

Other Information

This module is one in a series of modules prepared for the North Dakota Statewide MR/DD Staff Training Program. The overall program is described in the first review of this series.

Source

Dr. Demetrios Vassiliou
Director of Field Training Programs
Box 131
Minot State University
Minot, ND 58707
701/858-3047
800/233-1737
701/858-3050 *TDD*
701/858-3483 *Fax*

Cost

$5.50 for the module. Contact the publisher to verify the cost and method of payment.

Nutrition for Everyday Life

L. Elhardt

The North Dakota Center for Disabilities (UAP) • 1993

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel working in residential programs serving people with developmental disabilities within the state of North Dakota.

Structure and Content

This curriculum covers information related to nutritional issues with people with developmental disabilities. Specific topics include:

- Nutrition and its importance in body functions; reasons why nutrition is important; facts we should know about nutrients; classes of nutrients; types of nutrients humans need for nourishment
- Nutrients: the life-long chemical compounds
- The food guide pyramid, a system for assuring adequate daily food intake
- Dietary guidelines
- Calories, k-calories, exercise, and weight control
- Understanding food labels

This information is designed to be used during orientation or inservice training for direct service employees. The teaching strategies used with this curriculum include use of a self-paced learning package and possible discussion/lecture formats. Written tests throughout the training are used as competency measures for this material.

Strengths and Weaknesses

This material provides comprehensive technical information regarding nutrition for human beings. Current references are used to support the content of this material and a listing of additional resources on this topic is provided. The self-paced component of this text make it possible to reach employees who work part-time, night shifts and/or weekend shifts. People-first language is used throughout the text and the material is easy to read.

While the information is comprehensive, however, it is not specific to the teaching/training roles of direct service employees when working with people with MR/DD on nutrition. Rights of individuals with MR/DD regarding the selection of their diets and food are not addressed. The role of the interdisciplinary team in making decisions regarding physician recommendations about special diets and the role of staff in encouraging implementation of these special diets is omitted.

Topics and Issues

- *Health care, safety, and emergency issues*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *No study/test-out*
- *Self-paced text*

Length

- *Student/instructor guide: 65 pages*
- *Estimated time to complete training: 2–3 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
-	**Quality of learner instructions**
-	**Quality of instructor instructions**
+	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

Additionally, information is not provided on the issues of family style dining and encouraging choice and independence during meal preparation and consumption.

It is difficult to understand how to use these materials because the directions for the instructor and/or learner are not specific. Although the competency measures exist and do an accurate job of evaluating the learner's ability to retain the technical information regarding the content, application of this information to the work setting is not required as a competency.

Other Information

This module is one in a series of modules prepared for the North Dakota Statewide MR/DD Staff Training Program. The overall program is described in the first review of this series.

Source

Dr. Demetrios Vassiliou
Director of Field Training Programs
Box 131
Minot State University
Minot, ND 58707
701/858-3047
800/233-1737
701/858-3050 *TDD*
701/858-3483 *Fax*

Cost

$4.00 per module. Contact the publisher to verify the cost and method of payment.

Recreation and Leisure

C. Stierer

The North Dakota Center for Disabilities (UAP) • 1991

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel working in residential programs serving people with developmental disabilities within the state of North Dakota.

Structure and Content

This curriculum addresses recreation and leisure activities for people with developmental disabilities. It is divided into eleven lessons on the following topics:

- The who, what, where, and when: rationale for structured leisure training, definition of recreation/leisure, and understanding leisure life-styles
- Leisure assessment: use and content of leisure assessment tools
- Basic play: understand and develop sequential play program
- Passive leisure: define and develop sequential program for passive play
- Game activities: develop knowledge base for game activities and the sequencing levels for teaching games
- Hobby activities: understand and develop sequence for teaching hobby activities
- Sports: understand and develop sequence for teaching sports
- Socialization: develop understanding of the basic levels of socialization, sequencing socialization training for leisure pursuits
- Leisure education and accessing the community: develop concept of leisure education, describe potential leisure education needs, describe skills necessary for individuals to access community
- Equipment and supplies: describe factors that effect selection of equipment and supplies
- Putting it all together: describe leisure program planning approach, and guidelines for leisure program planning and implementation

This information is designed to be used during orientation or inservice training for direct service employees. The teaching strategies used with this curriculum include use of a self-paced learning package with structured feedback exercises and possible use of discussion/lecture formats. Written practice exercises throughout the training are used as competency measures for this material.

Topics and Issues

- *Community integration and participation*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- *Educational*
- ***Residential***
- *Vocational*

Instructional Formats

- *Post-secondary education curriculum*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *No study/test-out*
- *Self-paced text*

Length

- *Student/instructor guide: 89 pages*
- *Estimated time to complete training: 1–2 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
–	**Quality of learner instructions**
–	**Quality of instructor instructions**
0	**Individualizable instruction**
–	**Variety of instructional modes**
0	**Experiential component**
–	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

Strengths and Weaknesses

Current references are used throughout the material to support the content and a comprehensive listing of additional resources available on the topic is included at the end of training material. This material is appropriate for use by a wide variety of providers of different types of support services to people with developmental disabilities of all ages. The terminology used in this curriculum is easy to read and understand.

This module does not provide directions for the users of the material which makes it difficult to understand exactly how the provided material is to be used (i.e., self-paced or trainer-facilitated). The instruction modality is limited to reading or lecture as presented in the provided text and experiential components are not used to assist the learners in applying the information to their specific work situation. Labeling language is used throughout the material.

Other Information

This module is one in a series of modules prepared for the North Dakota Statewide MR/DD Staff Training Program. The overall program is described in the first review of this series. This module is currently being revised.

Source

Dr. Demetrios Vassiliou
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701/858-3483 *Fax*

Cost

$4.00 for the module. Contact the publisher to verify the cost and method of payment.

Sexuality and Developmental Disabilities

The North Dakota Center for Disabilities (UAP) • 1990

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel working in residential programs serving people with developmental disabilities in North Dakota.

Structure and Content

This curriculum addresses sexuality issues for people with developmental disabilities. Specific topics and objectives included are:

- Promoting healthy social/sexual development: describe appropriate instructional guidelines for day-to-day interactions with individuals, explain the need for assistance to individuals to understand sexuality and related issues
- Objectively dealing with sexual behavior: five basic steps needed to follow to deal objectively with sexual behavior, list and justify general societal goals necessary for inclusion when designing human awareness and growth policies
- Designing sex education programs: defining areas of sex education, list three general headings under which most specific training can be included, understand importance of individual instruction
- Valuing relationships: explain what a social support network is, define *relationship*, relate qualities of a close positive relationship
- Facing issues of sexual abuse: define and give examples of sexual abuse, understand and provide reasons why people with developmental disabilities are more vulnerable to sexual abuse, describe ways to prevent sexual abuse, recognize physical and behavioral indicators and understand feelings/reactions of sexual abuse victims
- Learning about sexually transmitted diseases: understand and describe various sexually transmitted diseases and provide ways of prevention and treatment
- Considering birth control options: understand complexity of decisions concerning prevention of unwanted pregnancy, familiarize self to the sexual rights and responsibilities of the individuals who receive services, list and describe five birth control methods
- Personal comfort zones: understand and explain the differences between personal values and factual, fair information and socially acceptable behavior, understand and explain personal comfort zones, identify possible solutions to real life situations

This information is designed to be used during orientation or inservice training for direct service employees. The teaching strategies used with this curriculum include use of a self-paced learning package, case stud-

Topics and Issues

- *Human sexuality*

Settings

- ***Residential***
- *Vocational*
- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *No study/test-out*
- *Self-paced text*

Length

- *Student/instructor guide: 86 pages*
- *Estimated time to complete training: 2–3 hours*

Overall Rating

- *Very good*

ies, practical exercises and discussion formats. Written tests throughout are used as competency measures.

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
-	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

Strengths and Weaknesses

This material provides comprehensive information on a variety of sexuality issues for people with developmental disabilities. Explicit goals, objectives and competency measures are provided for each topic. Current references are used to support the content and a listing of additional training resources on this topic is provided. This material is appropriate for use by various types of providers of services to adolescents/adults with developmental disabilities. The material is written in simple language that can be read easily. People-first language is used throughout. This information can be shared in self-paced instructional format which assists in reaching direct service employees who work hours which are not always conducive to attending inservice training. Examples of how this information applies to direct service provision are included.

This material lacks specific instructions as to how the information should be used by the learner and/or instructor of the information. It is not clear what the intended instructional modes for this material are. In the section regarding sexually transmitted diseases, the phrase "intimate sexual contact" is used to describe routes of transmission. This phrase seems general and could be interpreted differently by different readers.

Other Information

This module is one in a series of modules prepared for the North Dakota Statewide MR/DD Staff Training Program. The overall program is described in the first review of this series.

Source

Dr. Demetrios Vassiliou
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701/858-3483 *Fax*

Cost

$4.50 for the module. Contact the publisher to verify the cost and method of payment.

Working with Families

K. Faison

The North Dakota Center for Disabilities (UAP) • 1993

Target Audience

This material is designed for direct service personnel and approved trainers of direct service personnel working in residential programs serving people with developmental disabilities within the state of North Dakota.

Structure and Content

This curriculum covers information related to working with families of people with developmental disabilities. Specific objectives include:

- Discussing and practicing communication with family members
- Discussing and practicing talking with family members about the values of community participation of persons with developmental disabilities. Included in this discussion are dignity of risk, creating an age-appropriate environment, finding the least restrictive alternative for an individual, and normalization
- Discussing individual rights issues including confidentiality, informed consent and guardianship as related to the family
- Discussing role of individuals with developmental disabilities within the family system including the expansion of family resources and mores to include the person
- Discussing role of family in planning individual programs for a person with developmental disabilities
- Discussing and practicing working with families whose cultural values and practices differ from those espoused by the human service worker
- Discussing working with families in which a family has died or is dying
- Discussing the role of the human service worker when she or he works with family which is opposed to further independence on the part of their family member with developmental disabilities

This information is designed to be used during orientation or inservice training for direct service employees. The teaching strategies used with this curriculum include case studies, small group discussion, role play and practical exercises, classroom discussion and lectures. It would be possible to adapt the material to be used as a self-paced learning package. Written practice exercises throughout the training are used as competency measures for this material.

Topics and Issues

- *Case management/service coordination*
- *Family supports*
- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary education curriculum*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*
- *No study/test-out*
- *Self-paced text*

Length

- *Student/instructor guide: 114 pages*
- *Estimated time to complete training: 2–3 hours*

Overall Rating

- *Excellent*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

Strengths and Weaknesses

Learner competencies are specified in this material. The content is comprehensive, easy to understand and excellent information is provided regarding the issues of working with diverse families and death/dying. The material is appropriate for use by providers of any type of service to people with developmental disabilities. Multiple modes of instruction are used to stimulate learning and examples of how the information applies to direct service provision are used throughout the material. People-first language is used throughout and the principles of normalization, independence, dignity of risk, least restrictive alternative, choice and empowerment are included for review and discussion.

Current references are not used to support the information and a listing of additional training materials is not included. Additional information regarding how the instructor should use the material should be included.

Other Information

This module is one in a series of modules prepared for the North Dakota Statewide MR/DD Staff Training Program. The overall program is described in the first review of this series.

Source

Dr. Demetrios Vassiliou
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701/858-3483 *Fax*

Cost

$6.00 for the module. Contact the publisher to verify the cost and method of payment.

Foundations Level Training

Oklahoma Department of Human Services
Developmental Disabilities Services Division • 1993

Target Audience

This curriculum is designed to be used by trainers of direct service providers and professional level staff across a variety of service settings, professional disciplines and types of disabilities.

Structure and Content

This curriculum includes content and objectives on a variety of training topics for each of the four modules included in the material. The stated goals of the entire foundation level curriculum include:

- Providing all staff with a shared vision of what Oklahoma's system of services will look like
- Providing consistent information, knowledge and skill base for all individuals who serve people with developmental disabilities
- Preparing staff to become more effective members of teams providing assessment, planing and delivery of services
- Improving the quality of communication and social interaction skills of staff who provide services
- Providing a functional definition of developmental disability and help staff understand common types of developmental disabilities
- Providing an understanding of historical issues influencing individuals with developmental disabilities and how they influence attitudes
- Providing staff and individuals with an understanding of the principle of normalization
- Providing a philosophy of services that is consistent with current state and national trends in service delivery
- Providing staff and individuals with a better awareness of the individual's with developmental disabilities rights and legal issues surrounding service delivery
- Providing staff and individuals with an understanding of the services available in Oklahoma and specifically through the Oklahoma Department of Human Services
- Providing an understanding of mistreatment and maltreatment, measures for responding to suspected abuse and neglect and the importance of the use of non-aversive techniques

This material is designed for use as preservice training. Specific instructional strategies used include case studies, role-playing/practical exercises, discussions and lectures. No competency measures are included in the materials.

Topics and Issues

- *Case management and service coordination*
- *Introduction to developmental disabilities*
- *Intervention, treatment, and programming*
- *Legal issues, self-advocacy, and individual rights*
- *Public policy and planning*
- *Values and principles*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture*
- *Videotape*

Length

- *Student material: about 30 pages*
- *Instructor's manual: about 300 pages*
- *Estimated time to complete training:*
  Module 1 – 5.5 hours
  Module 2 – 9.0 hours
  Module 3 – 6.0 hours
  Module 4 – 4.0 hours
  Total – 25 hours

Overall Rating

- *Excellent*

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Strengths and Weaknesses

This material provides an excellent introduction to working with people with developmental disabilities. It emphasizes many philosophical changes and contemporary perspectives on service delivery and is applicable to people working in a variety of settings. A list of additional training materials is included for review. Guidelines are provided on creating a positive learning environment. A wide range of videotapes, audiotapes, transparencies, and other materials are used with this curriculum.

This material was designed to be required for all entry level staff as a preservice training program. However, the information could easily be adapted into inservice training and/or orientation training. While the sources for most of the supplementary materials are listed in the modules, information on how to get some of them is not provided. No competency measures are included.

Other Information

This curriculum is required for all private and public employees who are or will be employed full-time in programs funded by the Department of Human Services Developmental Disabilities Division in Oklahoma. This training is also made available for families and private citizens. The Foundations Level Training is divided into five levels of training:

- ***Level 1*** is the foundation training which employees receive before they begin working.
- ***Level 2*** is the job-specific training employees receive 30 days after their foundation level training and includes information specific to residential, vocational, case management, support, and administrative positions.
- ***Level 3*** is specialized needs training including specific information regarding behavioral and medical special needs. It is provided only to employees working with individuals with special needs in these two areas.
- ***Level 4*** is training provided on site and specifically related to the individuals with whom the employee will be working and to their IEPs.
- ***Level 5*** is ongoing inservice training provided at least annually. It includes refresher courses and introduces new training material.

Only the content/curriculum for the Level 1 foundation level was reviewed for this project. The foundation level curriculum is divided into four training modules:

- Module 1: *People are People*
- Module 2: *Changing Times*
- Module 3: *Systems and Policies*

- Module 4: *The New Frontiers*

The foundations level training includes a variety of additional training materials to be used in conjunction with this curriculum (ADA tape, *Clingers, Choices*, and *A Change of Seasons*). Please contact the publisher to determine how to obtain the supplementary materials. A revised version of the participant manual will be available in July 1994. Minor edits are also being made to the instructor's manual.

Source

Oklahoma Department of Human Services
Developmental Disabilities Services Division
PO Box 25352
Oklahoma City, OK 73125
Contact: Michaela Bishop
405/521-6254
405/522-3037 *Fax*

Cost

Contact the publisher to verify the cost and method of payment.

Real Change

The Public Service Project • 1994

Target Audience

This material is designed to be used by trainers and instructors of academic students and related community services paraprofessionals or direct care staff who work in residential services that support people with disabilities.

Structure and Content

This training module provides information on community integration, introduction to mental retardation/developmental disabilities and residential services. The stated objectives of the training are that the learner will be able to describe the difference between the past and today's directions for people with developmental disabilities in these areas: homes, families, friends, jobs, school, fun, freedom, advocacy and rights, acceptance, and accommodation.

This material is designed for preservice and orientation training. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This video uses film footage of institutions in the 1970s to contrast with current community services. It effectively meets its stated objectives. It shows a good use of diversity and respect for people with disabilities and supports contemporary values such as community inclusion and self-determination. Instructions are not provided for the instructor or the learner about how to use the materials. Additionally, the material does not include instructional activities that relate to the content or to actual work activities encountered "on the job". The material is not competency-based.

Other Information

This is volume 1 of a fourteen-module series called *The Real Life Series*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Topics and Issues

- *Community integration and participation*
- *Introduction to developmental disabilities*
- *Residential services*

Settings

- ***Residential***
- *Vocational*

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Estimated time for completion: 40 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
N / A	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
–	**Experiential component**
+	**Freedom from bias**
–	**Competency-based training**
+	**Normalization/inclusion**

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 1

Real Homes, Real Impact, & Real Look

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are professional staff, first-line supervisors, and paraprofessionals or direct care staff. Although specifically designed for ICF/MR environments, the content may be applied to a broader audience.

Structure and Content

This training module provides information about residential services for people with disabilities. The stated objectives of the training are that the learner will be able to:

- Explain six ways which homes can contribute to active treatment, promote rights and enhance quality of life;
- Explain six ways in which environments can negatively impact active treatment.

The tape provides three scenarios for the learner to practice identifying positive and negative elements in the environment. This material is designed for preservice, orientation training, and training seminars. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

Practice scenarios for discussion promote transfer of knowledge to the work environment. However, the material gives no information about what factors might have been found within the work setting to give the learner feedback on their observations. This material is based on residential settings and is not particularly applicable to state-of-the-art services. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). Excessive use of the same film from institutions in the 1970s gets tedious.

Other Information

This is volume 4 of a fourteen-module series called *The Real Life Series*. This volume includes three parts: *Real Homes: Elements of a Positive Environment; Real Impact: The Impact of Negative Environments;* and *Real Look: Issues in Observing the Environment*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience as well. The cost for the total series is $465.50. The estimated time to complete the entire series

Topics and Issues

- *Intervention, treatment, and programming*
- *Residential services*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Videotapes:*
  Part 1 – 7 minutes
  Part 2 – 6 minutes
  Part 3 – 16 minutes
- *Estimated time for completion: 29 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
–	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
0	**Freedom from bias**
–	**Competency-based training**
+	**Normalization/inclusion**

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 4 (includes parts 1–3).

Real Jobs: Supportive Employment

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are professional staff, first-line supervisors, and paraprofessional or direct care staff.

Structure and Content

This training module provides information about employment / day services. The stated objectives of the training are that the learner will:

- Be able to explain the four key concepts behind supported employment and how they relate to active treatment;
- Be able to explain five ways people benefit from real work.

This material is designed for orientation and training seminars. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This video presents a brief overview of the concept of supported employment and supplies vivid examples of people with disabilities working in the community. There are no references cited for the reader to get further information. Although the use of film footage from an institution in the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative staff behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). Excessive use of the same film from institutions in the 1970s gets tedious. It is based on the principles of self-determination, human dignity and respectful interaction and shows respect for people with disabilities.

Other Information

This is volume 8 of a fourteen-module series called *The Real Life Series*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience as well. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Topics and Issues

- *Employment / day services*

Settings

- *Residential*
- ***Vocational***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Estimated time for completion: 21 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
0	Quality of learner instructions
N / A	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
+	Freedom from bias
–	Competency-based training
+	Normalization/inclusion

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 8

Real Learning: How People Learn

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well.

Structure and Content

This training module provides information about education and intervention, treatment, and programming. The stated objectives of the training are that the learner will be able to:

- Describe ten ways of building a good foundation for learning
- Describe six ways people learn through their senses

The video looks at the importance of building relationships, creating a comfortable environment and learning through real life experiences It emphasizes positive teaching techniques. This material is designed for orientation and training seminars. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This video series makes repeated use of the same film footage. Although the use of video clips from an institution the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). There are no references to support the content or to direct the learner to other resources. The material shows a strong respect for people with disabilities and is based on principles of self-determination, human dignity, and respectful interaction.

Other Information

This is volume 9 of a fourteen-module series called *The Real Life Series*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Topics and Issues

- *Education*
- *Intervention, treatment, and programming*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Estimated time for completion: 14 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Source

The Public Service Project
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Farmington Hills, MI 48336
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810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 9

Real Options: Restrictive & Non-Restrictive Techniques

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well.

Structure and Content

This training module provides information about challenging behavior and intervention, treatment, and programming. The learning objectives of the materials are:

- To show ways restrictive techniques can be damaging to people and how they can create a negative environment for active treatment and for learning;
- To show several examples of positive teaching approaches;
- To describe restrictive techniques commonly in use and the two situations where they are permitted under the regulations;
- To explain the rules for the use of restrictive procedures: the learner will be able to list at least ten questions surveyors must ask in evaluating the use of restrictive procedures.

This material is designed for training seminars. It uses lecture with video illustrations as an instructional strategy and no competency measures included.

Strengths and Weaknesses

This video series makes repeated use of the same film footage. Although the use of video clips from an institution the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). There are no references to support the content or to direct the learner to other resources. The material shows a strong respect for people with disabilities and is based on principles of self-determination, human dignity, and respectful interaction.

Other Information

This is volume 7 of a fourteen-module series called *The Real Life Series*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and program*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Estimated time for completion: 40 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

audience as well. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 7

Real Person: David

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. These material may also be appropriate for staff in multiple settings who support people with challenging behavior.

Structure and Content

This training module provides information about challenging behavior, individual assessment and residential services. The stated objectives of the material are that the learner will be able to:

- Explain how active treatment and positive teaching help a person enjoy life more, learn alternative social skills, and eliminate their violence;
- Describe six methods of analyzing assessment information.

This material is designed for orientation training and training seminars. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This is an effective case study which shows respectful ways to treat people with challenging behavior. This video series makes repeated use of the same film footage. Although the use of video clips from an institution the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). There are no references to support the content or to direct the learner to other resources. The material shows a strong respect for people with disabilities and is based on principles of self-determination, human dignity, and respectful interaction.

Other Information

This is volume 6 of a fourteen-module series called *The Real Life Series*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience as well. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Topics and Issues

- *Challenging behavior*
- *Individual assessment*
- *Residential services*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary course material*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Estimated time for completion: 58 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/Inclusion**

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 6

Real Rights I & II: Consumer Rights

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well.

Structure and Content

This training module provides information about abuse and neglect and other rights violations. The stated objectives of the training are that the learner will be able to:

- Describe three types of living situations that have historically led to the abuse of rights;
- Describe three practices that were acceptable in the past but that are not acceptable today;
- List six rights and six key questions that can lead to indications of rights violations.

This material is designed for preservice, orientation, and inservice training. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This material covers content related to global and individual rights but does not go into everyday rights concerns. This video series makes repeated use of the same film footage. Although the use of video clips from an institution the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). There are no references to support the content or to direct the learner to other resources. The material shows a strong respect for people with disabilities and is based on principles of self-determination, human dignity, and respectful interaction.

Other Information

This is volume 3 of a fourteen-module series called *The Real Life Series*. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience as well. The cost for the total series is $465.50. The estimated

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Videotapes:*
  Part 1 – 18 minutes
  Part 2 – 14 minutes
- *Estimated time for completion: 32 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 3

Real Talk, Parts I–III

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well.

Structure and Content

This training module provides information about sensory communication. The stated objectives of the training are that the learner will be able to:

Part 1: *Communication Skills*

- Explain seven ways to set the stage for communication; *and*
- Identify ten ways people communicate and describe communication strategies for each.

Part 2: *Interviewing Techniques for Surveyors*

- Have a basic understanding of good interviewing techniques;
- Be able to explain at least five steps of how to set the stage for successful interviews; *and*
- Describe five strategies to break through communication barriers.

Part 3: *American Sign Language*

- Be able to set the stage for communication with a person who uses sign language.

This material is designed for preservice, orientation, and inservice training. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This video provides a good overview of communication considerations with people with developmental disabilities. This video series makes repeated use of the same film footage. Although the use of video clips from an institution the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). There are no references to support the content or to direct the learner to other resources. The material shows a strong respect for people with disabilities and is based on principles of self-determination, human dignity, and respectful interaction.

Topics and Issues

- *Sensory and communication needs*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Videotapes:*
  Part 1 – 30 minutes
  Part 2 – 32 minutes
  Part 3 – 12 minutes
- *Estimated time for completion: 74 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
0	**Freedom from bias**
–	**Competency-based training**
0	**Normalization/inclusion**

Other Information

This is volume 5 of a fourteen-module series called *The Real Life Series*. This volume contains three parts, as listed above. There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience as well. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 5

Real Teaching

The Public Service Project • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well.

Structure and Content

This training module provides information about challenging behavior, individual assessment, and intervention, treatment, and programming. The video outlines the basic methods of assessment. It explains ways to analyze assessment information, such as assessing a person's whole life and schedule, opportunities for choice, relationships, ability to communicate, and physical condition. It concludes with five examples of positive teaching techniques.

This material is designed for preservice, orientation, and inservice training. It uses lecture with video illustrations as an instructional strategy. There are no competency measures included in this material.

Strengths and Weaknesses

This video series makes repeated use of the same film footage. Although the use of video clips from an institution the 1970s is an effective way to sensitize people to the importance of current changes, its excessive use gets tedious and could serve to model negative behaviors. As this is just a video, it does not meet most of the criteria for effective adult learning (e.g., multiple modes of instruction, competency measures). There are no references to support the content or to direct the learner to other resources. The material shows a strong respect for people with disabilities and is based on principles of self-determination, human dignity, and respectful interaction.

Other Information

This is volume 2 of a fourteen-module series called *The Real Life Series.* There are nine videotapes in this series. Although this series was prepared to train ICF reviewers, it was also designed to appeal to a wider audience as well. The cost for the total series is $465.50. The estimated time to complete the entire series is 5 hours and 15 minutes. All videotapes in the series are VHS and will need a TV and VCR for viewing purposes.

Topics and Issues

- *Challenging behavior*
- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture with video illustrations*

Length

- *Estimated time for completion: 25 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
0	Quality of learner instructions
N / A	Quality of instructor instructions
+	Individualizable instructiion
0	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

The Public Service Project
23890 Middle Belt Road #2308
Farmington Hills, MI 48336
Contact: Joe Dzenowagis
810/478-9451
810/546-3749 *Fax*

Cost

$49.50 for Volume 2

An Overview of Behavioral Principles and Techniques

REM Consulting Services, Inc. • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well. Although it was designed for use in residential settings, it is applicable across multiple settings that support people with challenging behavior.

Structure and Content

This training module provides information regarding intervention for challenging behavior. The stated objectives of the training are that the learner will be able to:

- Define behavior and four types of consequences;
- Identify functions of positive reinforcement;
- Identify types and selection of appropriate positive reinforcers;
- Define shaping;
- Differentiate between interval, ratio, fixed, and variable schedules of reinforcement;
- Identify and define differential reinforcement
- Identify and demonstrate effective teaching interactions;
- Develop and demonstrate the use of a task analysis;
- Demonstrate the use of incidental teaching techniques;
- Define natural consequences;
- Define and understand the importance of the antecedent;
- Define stimulus control;
- Define generalization;
- Define and understand problem behavior;
- Understand the reasons and purposes behind problem behavior;
- Identify ways to prevent or minimize problem behavior;
- Identify ways to select and teach alternative behaviors;
- Define the scale of alternative behaviors.

This material is designed for orientation and inservice training. It uses small discussion groups, role-play, self-paced learning packages and practice exercises as instructional strategies. The competency measures for this material include a performance / skill demonstration checklists at the end and at the work site; a written post-test; and written exercises and assignments throughout the training.

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Instructor's manual*
- *Practice exercises*
- *Role-play*
- *Small discussion groups*
- *Student workbook / manual*

Length

- *Instructor materials: 14 pages*
- *Student materials: 63 pages*
- *Estimated time for completion: 2.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
-	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Strengths and Weaknesses

This training module treats the topic of behavioral principles and techniques comprehensively; in fact, it is probably too much information for orientation. The excellent competency measures and real life examples facilitate actual change in work behaviors. It is easily adaptable for individual instruction. The material refers to supplementary training resources for further information. The learner instructions are unclear and inaccurate in some details. If the instructor takes the time to coordinate the timing and location of the mid-training practice exercises, this would be an excellent training module.

Other Information

This is Section 3 of the second part in a three-part series. Section 1 is entitled *An Overview of Consumer Rights* and Section 2 is entitled *An Overview of Reporting Abuse and Neglect*. The entire series takes 5 to 6 hours to complete.

Source

REM Consulting Services, Inc.
3101 West 69th Street, Suite 121
Edina, MN 55435
612/926-9808
612/926-4002

Cost

$20 each for quantities of 1–19; $54 for 3 books (topics only); $68 for the complete set of four books. Contact the publisher to verify the cost and method of payment.

An Overview of Consumer Rights

REM Consulting Services, Inc. • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well. Although it was designed for use in residential settings, it is applicable across multiple settings that support people with challenging behavior.

Structure and Content

This training module provides information regarding issues related to rights of vulnerable adults. The stated objectives of the training are that the learner will be able to:

- Describe at least three ways in which people with mental retardation / developmental disabilities have been discriminated against in the past and continue to be discriminated against now;
- Describe the importance of two major pieces of federal legislation that protect the rights of the individuals we serve;
- Identify the rights guaranteed to people with mental retardation / developmental disabilities as indicated in the President's Bill of Rights and the Home Care Bill of Rights;
- Identify at least five ways in which they are expected to ensure and to implement the rights of the individuals we serve;
- Identify advocacy resources for the individuals to whom they provide services.

This material is designed for orientation. It uses small discussion groups, self-paced learning packages, and practice exercises as instructional strategies. The competency measures for this material include a written posttest and written exercises and assignments throughout the training.

Strengths and Weaknesses

This training comprehensively treats the topic of consumer rights as it applies to developmental disabilities service provision. It provides competency measures and real life examples to promote applicability to the work situation. The practice exercises tie the concept of rights to some of the difficult – and often ignored – situations encountered in direct service provision. References are made to further training resources. This material promotes normalization and inclusion and models people-first language. Some of the instructions to the instructor are unclear and the material contains numerous typographical errors.

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Instructor's manual*
- *Practice exercises*
- *Small discussion groups*
- *Student workbook / manual*

Length

- *Instructor materials: 12 pages*
- *Student materials: 40 pages*
- *Estimated time for completion: 2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
-	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This is Section 1 of the second part in a three-part series. Section 2 is entitled *An Overview of Reporting Abuse and Neglect* and Section 3 is entitled *An Overview of Behavioral Principles and Techniques*. The entire series takes 5 to 6 hours to complete.

Source

REM Consulting Services, Inc.
3101 West 69th Street, Suite 121
Edina, MN 55435
612/926-9808
612/926-4002

Cost

$20 each for quantities of 1–19; $54 for 3 books (topics only); $68 for the complete set of four books. Contact the publisher to verify the cost and method of payment.

An Overview of Reporting Abuse and Neglect

REM Consulting Services, Inc. • 1994

Target Audience

This material is designed to be used for learners who are first-line supervisors and paraprofessionals or direct care staff who work in residential services that support people with disabilities. It is appropriate for use in other settings as well. Although it was designed for use in residential settings, it is applicable across multiple settings that support people with challenging behavior.

Structure and Content

This training module provides information regarding issues related to rights of vulnerable adults. The stated objectives of the training are that the learner will be able to:

- Define vulnerable adults;
- Define abuse;
- Define neglect;
- Understand the correct reporting procedures for suspected child abuse and vulnerable adult situations;
- Define who are mandated reporters.

This material is designed for orientation. It uses small discussion groups, self-paced learning packages, and practice exercises as instructional strategies. The competency measures for this material include a written post-test.

Strengths and Weaknesses

This training module presents what the learner in orientation needs to know about reporting abuse and neglect. The quality of learner instructions are excellent and a variety of instructional modes are used. The material and content promotes principles of normalization and inclusion and uses people-first language. It could easily be used for individual instruction. The instructions are adequate, except a "Competency Based Checklist" is mentioned but not included. There are no references to support the content nor is there mention of supplemental training resources.

Other Information

This is Section 2 of the second part in a three-part series. Section 1 is entitled *An Overview of Consumer Rights* and Section 3 is entitled *An Overview of Behavioral Principles and Techniques*. The entire series takes 5 to 6 hours to complete.

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Instructor's manual*
- *Practice exercises*
- *Small discussion groups*
- *Student workbook/manual*

Length

- *Instructor materials: 7 pages*
- *Student materials: 13 pages*
- *Estimated time for completion: 1 hour*

Overall Rating

- *Very good*

Evaluation Summary

0	Comprehensiveness
+	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Source

REM Consulting Services, Inc.
3101 West 69th Street, Suite 121
Edina, MN 55435
612/926-9808
612/926-4002

Cost

$20 each for quantities of 1–19; $54 for 3 books (topics only); $68 for complete set of four books. Contact the publisher to verify the cost and method of payment.

Breaking the Barriers I: Relaxation Techniques for People with Special Needs

J. Groden, J. Cautela, & G. Groden

Research Press • 1989

Target Audience

This material is designed to be used for learners and instructors who are professionals, first-line supervisors, paraprofessionals, or direct caregivers. This material is applicable across multiple settings that support people with disabilities.

Structure and Content

This training module provides information regarding interventions for challenging behavior via relaxation techniques. The stated objectives of the materials are that the learner will be able to:

- Correctly use the relaxation training procedures;
- Correctly use reinforcement during relaxation training;
- Correctly use guided imagery and the proper use of voice tone, volume, and pacing.

This material is designed for inservice training. It uses lectures and demonstration / modeling as instructional strategies. There are no competency measures included in the material.

Strengths and Weaknesses

The video shows how relaxation training allows people to take control over their lives and play more valued roles. It shows examples of how the information is used and how it applies to direct service provision but does not require the learner to use the techniques. There are no references to support the content or to direct the learner to further information. Disrespectful language is often used toward people with disabilities by repeatedly referring to "this population" and "the retarded population."

Other Information

This training is Part I of a two-part series. The second part is entitled *Breaking the Barriers II: Imagery Procedures for People with Special Needs.* The entire series costs $390 and takes approximately 55 minutes to complete. The videotapes in this series are VHS and need a VCR and TV for viewing purposes. The book (*Relaxation: A Comprehensive Manual for Adults, Children and Children with Special Needs*) that is sent with the purchase of the video was not evaluated.

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Demonstration / modeling*
- *Lecture*
- *Videotape*

Length

- *Student materials: 92 pages*
- *Videotape: 23 minutes*
- *Estimated time for completion: 23 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
-	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
-	**Freedom from bias**
-	**Competency-based training**
0	**Normalization/inclusion**

Source

Research Press
PO Box 9177
Champaign, IL 61826
217/352-3273
217/352-1221 *Fax*

Cost

$195 for purchase and $4.00 for shipping and handling. $55 for three-day rental. Also, free one-day preview for an available booking date. Contact the publisher to verify the cost and method of payment.

Breaking the Barriers II: Imagery Procedures for People with Special Needs

J. Groden & J. Cautela

Research Press • 1992

Target Audience

This material is designed to be used for learners and instructors who are professionals, first-line supervisors, paraprofessionals, or direct caregivers. This material is applicable across multiple settings that support people with disabilities.

Structure and Content

The video demonstrates teaching self-control and coping skills to people with special needs by covert positive reinforcement, modeling, and the use of a self-control triad.

This material is designed for inservice training. It uses lectures and demonstration / modeling as instructional strategies. There are no competency measures included in the material.

Strengths and Weaknesses

This material adequately covers content but does not direct the reader to further resources. It emphasizes helping people with special needs to control their own behavior and for staff to provide proactive intervention. It contains many examples but does not contain material designed to facilitate the transfer of knowledge to the work environment. Disrespectful language is often used toward people with disabilities by repeatedly referring to "this population" and "the retarded population."

Other Information

This training is Part II of a two-part series. The first part is entitled *Breaking the Barriers I: Relaxation Techniques for People with Special Needs.* The entire series costs $390 and takes approximately 55 minutes to complete. The videotapes in this series are VHS and need a VCR and TV for viewing purposes.

The program guide that accompanies the video was not available to be evaluated.

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Demonstration / modeling*
- *Lecture*
- *Videotape*

Length

- *Estimated time for completion: 32 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
N/A	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
-	Freedom from bias
-	Competency-based training
0	Normalization/inclusion

Source

Research Press
PO Box 9177
Champaign, IL 61826
217/352-3273
217/352-1221 *Fax*

Cost

$195 for purchase and $4.00 for shipping and handling. $55 for three-day rental. Also, free one-day preview when booking date is available. Contact the publisher to verify the cost and method of payment.

Caring for Persons with Developmental Disabilities: A Training Program for Respite Care Providers

N. Neef, S. Trachtenberg, K. Sterner, J. Loeb, & L. Stern

Research Press • 1991

Target Audience

This training curriculum is designed for use by respite care direct service employees working with people with disabilities of various ages. However, it could also be used by direct service employees providing in-home supported living services, home health care, or foster care.

Structure and Content

This curriculum covers basic core competencies needed to provide care to individuals of all ages with a variety of disabilities. It includes six videotapes; one each on preparation (e.g., dressing safely for the job), daily routines, physical/medical management, behavior management, emergencies, and working with parents. Specific topics include:

- Soliciting key information from an individual's caretaker
- Mastering basic manual communication signs
- Managing mealtime, bedtime and toileting routines
- Using routine care activities to strengthen client skills
- Feeding, positioning and handling techniques in caring for individuals with physical disabilities
- Providing and managing behavior problems
- Protection from aggressive acts
- Managing seizures, choking and other emergencies
- Reporting information to parents

This information is designed to be used as preservice training. However, it could be included as a part of an individual's overall orientation to their job. Case studies, demonstration/modeling, self-paced learning packages and group discussion are all included as possible instructional strategies. Performance/skill demonstration is used to measure employee competence through the use of the RATE evaluation process. During the evaluation the trainer presents a series of case examples and simulated situations for which the employee is expected to provide the correct response based on knowledge gained from the training.

Topics and Issues

- *Family supports*
- *Health care, safety, and emergency issues*
- *Introduction to developmental disabilities*
- *Medical issues*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Training manual*
- *Videotape*

Length

- *Student guide: 76 pages*
- *Videotape: 48 minutes for 6 tapes*
- *Estimated time to complete training: 2–3 hours*

Overall Rating

- *Very good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
+	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
-	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Strengths and Weaknesses

The training material provides excellent introductory information on a variety of core topics needed by employees during the early stages of their employment. The information on receiving information from the caretaker, feeding, communication signs, positioning, lifting and transferring, and dealing with medical emergencies is excellent. Although specifically designed to provide training to respite care workers, this material would be appropriate for employees working in many types programs serving children (e.g., in-home supported living services, home health care, personal care attendants). The self-paced component to the training allows agencies to train employees without a trainer present, and enables participants to learn at their own pace. The use of multi-modal training strategies facilitates accommodations for individual differences in ability to learn. Throughout the training material emphasis is placed on safety practices related to positioning, transferring, lifting, and feeding.

People-first language is not used consistently (i.e., there are references to handicapped children). The information on dealing with children who are aggressive provides examples of using time out, response cost, and other intrusive procedures. Information is not provided on the restricted use of these procedures and the need for interdisciplinary decisions prior to the use of these procedures for children who receive support services. The procedures demonstrated for releasing oneself from a bite include pressing in on the child's cheek and jawbone with your fingers until the child releases the bite. This procedure causes a great deal of pain to the individual and other procedures can be just as effective. Additionally, some of the demonstrations of blocking appear as if the staff person is striking out at the child versus using a stationary block. It seems that additional information is needed to clarify for new employees how, when and why these procedures should or should not be used. The inclusion of an instructor for teaching these particular sections of this material is needed.

Other Information

Research Press has published several other series on related topics.

Source

Research Press
2612 N. Mattis Avenue
Champaign, IL 61821
217/352-3273
217/352-1221 *Fax*

Cost

$495.00 per series. Contact the publisher to verify the cost and method of payment.

Teaching People with Developmental Disabilities

Oregon Research Institute

Research Press • 1988

Target Audience

This videotape and workbook series is designed for people who work with people who have developmental disabilities. It is appropriate for use across various services and levels and types of disabilities.

Structure and Content

This training material contains separate videotapes on task analysis, prompting, reinforcement and error correction. The goals of the tapes are to:

- Teach specific instructional techniques for working with people with severe disabilities
- Provide participants with the opportunity to interact with the instructional materials and produce skills they are learning
- Communicate values about working with people who have severe disabilities – specifically the importance of teaching functional skills, using community referenced teaching, and integrating environments

This information is designed to be used during preservice, orientation, or inservice training. The materials are broken down into four lessons each designed to last between 45 minutes and an hour. It is recommended that no more than one lesson be completed per day. Instructional strategies include case studies, demonstration/modeling, and group discussion. No specific competency measures are included in the curriculum. However, the material provides information about the usefulness of coaching by a trainer following training. This coaching is designed to assist in a transfer of knowledge from the learning environment into practice. More information would be helpful in understanding the exact expectations of the coach.

Strengths and Weaknesses

This training material could be used across a variety of settings and types and levels of disabilities. The case examples used throughout the videotape include children and adults in various settings including residential, educational and vocational. An emphasis is placed on community inclusion and functional skills training in all of the case examples and demonstrations. The material can be used independent of a trainer with follow up coaching from the trainer once the materials have been reviewed by the employee, or can be used in a group format. The variety of instructional formats that can be used facilitates the accom-

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Participant workbooks*
- *Videotape*

Length

- *Student guide: 160 pages*
- *Videotape: 80 minutes for 4 tapes*
- *Estimated time to complete training: 3–4 hours*

Overall Rating

- *Very good*

Evaluation Summary

- **+ Comprehensiveness**
- **0 Quality of learner instructions**
- **+ Quality of instructor instructions**
- **+ Individualizable instruction**
- **+ Variety of instructional modes**
- **0 Experiential component**
- **0 Freedom from bias**
- **+ Competency-based training**
- **+ Normalization/inclusion**

modation of individual learner differences. This material includes multiple modes of instruction including videotape, discussion, exercises and structured feedback via coaching.

Occasional references are made to "handicapped students". There are no performance or competency measures used in the training material. An experiential component to the training is not included. Additionally, the workbook does not provide detailed instructions on how to incorporate content from the video and the workbook in training.

Other Information

Research Press has published several other training series on related topics.

Source

Research Press
2612 N. Mattis Avenue
Champaign, IL 61821
217/352-3273
217/352-1221 *Fax*

Cost

$595.00 per series. Contact the publisher to verify the cost and method of payment.

Communicating for Health

Shriver Center for Mental Retardation, Inc. • 1990

Target Audience

This material is use by trainers of direct service staff working in residential settings for people with developmental disabilities.

Structure and Content

This curriculum reviews information regarding health issues for people with developmental disabilities and how staff can communicate most effectively with health care professionals. The topics covered include:

- Principles and assumptions to communicating for health
- Patient and health care provider rights and responsibilities
- Guidelines for optimal communication with health care providers
- Strategies for training staff to communicate with health care providers
- Information to collect before health care visit
- Preparing an individual for a health care visit, and desensitization strategies.
- Communicating by telephone
- Communication during health care visit
- Follow-up after a health care visit
- Medications
- Medical specialists and second opinions
- Consent for medical care
- Medical emergencies and emergency rooms
- Health care documentation
- Common medical abbreviations
- Common medical terms

This information is designed to be taught during orientation or in service training. Instructional strategies used include: anecdotes, classroom discussion and lectures. There are no competency measures suggested for this curriculum.

Strengths and Weaknesses

The videotape that accompanies this curriculum provides an excellent introduction into this topic. Examples are provided throughout the materials related to how the information applies to the provision of direct service to people with developmental disabilities. An additional listing of resources available regarding these topics is also provided.

The content provided within the written curriculum is presented in a question and answer format which might be difficult for some instructors to translate into a classroom instruction format. The learners are

Topics and Issues

- *Case management/service coordination*
- *Intervention, treatment, and programming*
- *Medical issues*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Residential training manual: 204 pages*
- *Videotape: 12 minutes*
- *Estimated time to complete training: 2–4 hours*

Overall Rating

- *Very good*

not required to demonstrate competence in actual work settings.

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This curriculum is designed to be taught in programs where there is not a nurse on staff. If it is used in a program in which a nurse is employed the materials recommend that she or he should teach this course.

Source

New England Index
Shriver Center
200 Trapelo Road
Waltham, MA 02254
617/642-0248
617/642-0122 *Fax*

Cost

$14.95 per videotape; $29.95 per residential resource manual; $42.95 for the videotape and residential resource manual together; $16.75 per family resource manual. Contact the publisher to verify the cost and method of payment.

Active Treatment with PEARL

Softpath Habilitation • 1994

Target Audience

This material is designed to be used for learners who are professional staff, first-line supervisors, and paraprofessionals or direct care staff and is appropriate for use in residential services.

Structure and Content

This training module provides information regarding challenging behavior, intervention, treatment, and programming in residential services. The topics covered in the training are:

- Definitions and principles of active treatment
- Key features of active treatment
- Measurement of the process of active treatment

This material is designed for use with preservice, orientation, inservice training, and training seminars. It uses a self-paced learning package, practice exercises, and reading as an instructional strategies. Competency is measured by written exercises and assignments throughout the training.

Strengths and Weaknesses

The material is a computer-based learning package. Once this software is loaded, it is easy to use. This mode of instruction is excellent for individual instruction. Learners are required to read as the primary mode of instruction. The training does not provide for transfer of knowledge to the actual work environment, nor does it provide information on supplemental training resources.

Other Information

This software will not work with the Harvard Graphics card found in some older computers.

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*
- *Residential services*

Settings

- ***Residential***

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Train-the-trainer*

Instructional Modes

- *Computer program*
- *Practice exercises*
- *Reading*
- *Self-paced learning package*

Length

- *Guide to software: 22 pages*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
0	Freedom from bias
0	Competency-based training
0	Normalization/inclusion

Source

Softpath Habilitation
PO Box 540
Cobden, IL 62920
Contact: John Kirkpatrick
618/893-4663
800/893-4666

Cost

Demo packages are available for review free of charge before purchase. $195 for one computer. Site licenses start at $395, with volume discounts available for larger organizations.

Basic Behavioral Principles and Their Applications to People with Developmental Disabilities

Softpath Habilitation • 1992

Target Audience

This material is designed to be used by direct service providers and professional staff who need training on basic behavioral intervention strategies and provide services to people with developmental disabilities across a variety of service settings and levels of disability.

Structure and Content

This material reviews a variety of concepts and issues related to basic behavioral principles and techniques. The material is broken down into six sections, including:

- Definition and measurement of behavior, principle of reinforcement
- Escape behavior and extinction
- Reinforcement schedules, discrimination, fading of reinforcement
- The premack principle, punishment, interactions between behavioral principles
- Shaping, chaining and contingency contracting
- Positive approaches to decrease problem behaviors, response cost and time out

This material is designed to be used as orientation or inservice training. Instructional strategies incorporated in this curriculum included self-paced learning package and structured feedback. Competency is measured throughout the module by completing computerized quizzes. Immediate feedback is provided to the learner by the program. The questions in the quizzes are presented in random order for each successive user.

Strengths and Weaknesses

This material provides a comprehensive review of basic behavioral principles and techniques. The interactive nature of the instruction allows for flexibility in when and how the learner completes the training experience. The program allows a supervisor to track the progress of many different staff at the same time. The manual suggests several different competency standards depending on the previous experience of the learners. This program was pilot-tested and revised based on the results of the pilot test.

This program requires access to a PC computer and presumes the learner knows the basics of turning on a PC and starting an application. This material focuses on intervention strategies and does not include a heavy emphasis on philosophical issues related to behavioral interven-

Topics and Issues

- *Challenging behavior*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***

Instructional Modes

- *Interactive computer software*
- *Self-paced learning package*

Length

- *Estimated time to complete training: 3–4 hours*

Overall Rating

- *Very good*

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tion. The material does not require application of these principles to the learners' actual work situation.

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
-	Experiential component
+	Freedom from bias
+	Competency-based training
0	Normalization/inclusion

Other Information

This software is PC compatible. It will not work with a Hercules graphic card (which is found on a small number of older computers).

Source

Softpath Habilitation
PO Box 540
Cobden, IL 62920
Contact: John Kirkpatrick
618/893-4663

Cost

$395.00 per set (this includes a site license agreement; the cost is $195.00 for use on a single computer). Contact the publisher to verify the cost and method of payment.

And the Pursuit of Happiness: An Introduction to the Residential Services Guidelines

The Residential Technical Assistance Project

State of Washington,
Division of Developmental Disabilities • 1991

Target Audience

This videotape is specifically designed for direct service staff working in residential services in Washington state. However, most of the information in the video is useful to individuals working in other states as well.

Structure and Content

Specific goals and objectives are not included in this material. The materials review residential service principles and guidelines focusing on the benefit of residential services for people with disabilities. Principles reviewed include:

- Health and safety
- Personal power and choice
- Relationships
- Integration
- Status
- Competence

This information is designed to be used as a part of a direct service staff person's orientation. However, it could be adapted to be used in an in-service format. Case studies, demonstration/modeling and self-paced learning packets are all used as instructional strategies. There are no suggested competency measures used for this curriculum.

Strengths and Weaknesses

Empowerment, choice, age-appropriateness, and inclusion are incorporated into discussions of all of the topics covered in this videotape. The case examples used to demonstrate each principle are age-appropriate and inclusionary. The videotape production is professional and emphasizes consumer-driven services throughout. This material could be used across a variety of settings, levels and types of disabilities. It does not require an instructor to be present during training. The materials are very affordable.

This training material does not include competency measures or goals/objectives. The materials do not provide detailed descriptions of how the learner is to utilize the materials. Furthermore, only one mode of instruction (i.e., videotape) is used. While people-first language is used throughout the training videotape, there are a few references to

Topics and Issues

- *Community integration*
- *Employment and adult day services*
- *Health care, safety, and emergency issues*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Personal care special needs*
- *Residential services*
- *Sensory/communication needs*
- *Values and principles*

Settings

- ***Residential***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Videotape*

Length

- *Videotape: 25 minutes*
- *Estimated time to complete training: 2–4 hours*

Overall Rating

- *Very good*

"disabled people." Finally, although the concepts and principles covered are excellent and include applicable case examples, there is no linkage between the knowledge gained by watching the materials and the practical application of this knowledge in the participant's work setting.

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
0	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This training videotape is designed to be used with *The Integrity of Community Living: An Orientation Guide*.

Source

Center for Community Support
A Project of TASH
1915 First Avenue, Suite 1
Seattle, WA 98101
Contact: Leah Preston
206/443-9592

Cost

$10.00 per videotape. Contact the publisher to verify the cost and method of payment.

The Integrity of Community Living: An Orientation Guide

J. Duran & J. Marsh

State of Washington,
Division of Developmental Disabilities • 1992

Target Audience

This orientation guide is designed for direct service staff working in residential services within the state of Washington. A supervisor's guide to this material is also available for use. Although specifically designed for use in Washington state, much of the information is applicable across states.

Structure and Content

The goals and objectives for this guide address the following topics:

- Labeling and people-first language
- Examples of developmental disabilities
- Values of service delivery including normalization, valuing people with disabilities, and common myths
- Person-centered planning
- Building connections in the community
- Effective communication
- Learning useful skills
- Legal issues including rights of individuals with disabilities, informed consent, legislative process, guardianship
- Understanding behavior
- Health and safety
- Wellness and stress management

This information is designed to be used as a part of orientation for direct service employees. However, it could easily be adapted to provide inservice training for existing employees. Case studies, exercises, and self-paced instructional strategies are used.

Strengths and Weaknesses

This orientation guide covers a wide variety of topics. It is appropriate for use across a variety of types of services and levels or types of disabilities. Examples that relate the content to direct service provision are used throughout the training guide. A strong emphasis is placed on the use of people-first language, age-appropriateness, integration and normalization. Current references are cited throughout the training content. An instructor does not need to be present while the participant is utilizing the materials (however, as indicated in the supervisor's guide,

Topics and Issues

- *Case management/service coordination*
- *Challenging behavior*
- *Community integration and participation*
- *Health care, safety, and emergency issues*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Values and principles*

Settings

- ***Residential***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Orientation guide*

Length

- *Orientation guide: 223 pages*
- *Supervisor's Guide: 37 pages*
- *Estimated time to complete training: 2–4 hours*

Overall Rating

- *Very good*

being present during training can be helpful to the learner).

Most of the content contained within this training guide are presented through one mode of instruction. The reading guide is lengthy and difficult to use because of the binding. Additionally, the training guide does not provide a formal opportunity for the participant to take the information gained from the orientation guide an apply it to their specific work situation.

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This orientation guide is designed to be used in conjunction with the *And the Pursuit of Happiness* videotape.

Source

Center for Community Support
A Project of TASH
1915 First Avenue, Suite 1
Seattle, WA 98101
Contact: Leah Preston
206/443-9592

Cost

Contact the publisher about the cost and method of payment.

Communicating with Families

S. Biesener

Texas Department of Mental Health and
Mental Retardation (TXMHMR),
Human Resource Development • 1992

Target Audience

This material is designed for trainers of direct service staff working across a variety of service settings for people with mental retardation and developmental disabilities.

Structure and Content

This material reviews information related to working and communicating with families. It was designed to address issues identified by families as skills they wanted direct service staff and social workers to have. The specific topics addressed include:

- Identifying feelings (empathy)
- Seeking family perspectives
- Knowing the family member receiving services
- Providing release information
- Making referrals
- Maintaining confidentiality
- Resolving or reporting conflict
- Following up on communication
- Documenting communication and needed follow-up
- Using active listening skills
- Using appropriate language

This information is designed to be taught during orientation or inservice training. Instructional strategies include: case studies, demonstration and modeling, role-play, practical exercises, classroom discussion, lectures and structured feedback. Competency is measured through a written test and actual written products at the end of the training session.

Strengths and Weaknesses

This material provides excellent information on how to teach staff to communicate effectively with family members. The instructions for how to use the material are clear and simple. The competency measures and experiential components force the learner to apply the concepts being discussed in the classroom to real work situations. This videotape provides excellent information on active listening and on reasons for communicating with family members.

Topics and Issues

- *Case management/service coordination*
- *Family supports*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Instructor's manual: 113 pages*
- *Videotape: 28 minutes*
- *Estimated time to complete training: 4 hours*

Overall Rating

- *Excellent*

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Some of the content is Texas specific. The information, however, is important for all providers of services for people with developmental disabilities. A few of the examples in the videotape are from facilities with large offices and/or separate laundry facilities, but ample examples from community settings are included.

Other Information

The TXMHMR has developed a number of additional training materials. Among the topics addressed in those additional materials are:

- Introduction to developmental disabilities
- Interpersonal communication skills
- Prevention and management of aggressive behavior
- Fire and safety
- First aid
- Medication observation
- Basic health and hygiene

Please contact the publisher to obtain information about these resources.

Source

Director of Human Resource Development
Texas Department of Mental Health and Mental Retardation
PO Box 12668
Austin, TX 78711
512/206-5462
512/206-5986 *Fax*
Contact: Instructional Systems Support Staff

Cost

$150.00 per module for agencies outside Texas. Contact the publisher to verify the cost and method of payment.

Human Rights of People with Mental Retardation

B. Ma'sumian

Texas Department of Mental Health and
Mental Retardation (TXMHMR),
Human Resource Development • 1992

Target Audience

This material is designed for trainers of direct service staff working across a variety of service settings for people with mental retardation and developmental disabilities.

Structure and Content

This material reviews information related to the rights of individuals with developmental disabilities. It is divided into three lessons:

- Rights and reporting rights violations: devoted to identifying and explaining some of the most critical rights of individuals with mental retardation and includes important information on reporting rights violations to appropriate authorities
- Empowering consumers: assisting and providing opportunities for people to exercise their own rights
- Due process: providing information about situations in which concern for safety might require staff to intervene and initiate temporary restrictions of certain consumer rights

This information is designed to be taught during preservice or orientation training. Instructional strategies include: case studies, role-play, practical exercises, classroom discussion, lectures and structured feedback. Competency is measured through a written test at the end of the training session.

Strengths and Weaknesses

This material provides excellent information on training direct service staff to teach rights to people with developmental disabilities. The accompanying videotape reviews the importance of cultural differences related to choice and implementation of individual rights and preferences. Excellent descriptive examples on how this information applies to direct service provision are included in the material. The content is presented in a manner that is easy to follow for both the learner and the instructor. The competency measures require the learner to apply newly acquired information to real life situations. The quality of the graphics is excellent.

Some of the information provided is Texas specific in nature; however, this could easily be adapted to other states.

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- *Varied*

Instructional Formats

- *Trainer-facilitated*

Instructional Modes

- *Classroom instruction*
- *Videotape*

Length

- *Videotape: 11 minutes*
- *Instructor's manual: about 200 pages*
- *Estimated time to complete training: 4 hours, 15 minutes*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
N/A	Quality of learner instructions
+	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
+	Freedom from bias
+	Competency-based training
0	Normalization/inclusion

Other Information

This material is designed to be taught by an individual who is familiar with the content and skilled in delivery of training and evaluation of student performance. Additionally, the instructor should have a positive attitude toward the subject. The TXMHMR has developed a number of additional training materials. Among the topics addressed in those additional materials are:

- Introduction to developmental disabilities
- Interpersonal communication skills
- Prevention and management of aggressive behavior
- Fire and safety
- First aid
- Medication observation
- Basic health and hygiene

Please contact the publisher to obtain information about these resources.

Source

Director of Human Resource Development
Texas Department of Mental Health and Mental Retardation
PO Box 12668
Austin, TX 78711
512/206-5462
512/206-5986 *Fax*
Contact: Instructional Systems Support Staff

Cost

$150.00 per module for agencies outside Texas. Contact the publisher to verify the cost and method of payment.

Observing and Reporting

B. Hampton

Texas Department of Mental Health and
Mental Retardation (TXMHMR),
Human Resource Development • 1987

Target Audience

This material is designed for use by direct service providers working in the field of developmental disabilities across a various service settings.

Structure and Content

This material provides information regarding observing and reporting procedures. Specific goals and objectives for this curriculum include:

- Naming four steps to follow in observing and give one reason why an individual base-line is helpful
- Listing the four vital signs and list at least one sign of abnormal findings for each
- For each of the following physical systems, listing at least three signs of abnormal functioning: head, sense organs, skin and muscles, digestion and elimination
- Defining behavior and naming at least one guideline for describing behavior
- List at least six general observations to make about an individual's behavior
- Explaining the *who, what, why, when,* and *where* of good oral reports
- Naming the sections of an individual's chart and giving one reason why charts are audited
- Demonstrating the ability to write observations about individuals and to fill in selected forms used where you work

This material is designed to be taught as preservice or orientation training. Specific instructional strategies used include: case studies, practice exercises, lecture, structured feedback and self-paced learning packages. A written test at the end of the training is used to measure competency.

Strengths and Weaknesses

This curriculum provides a comprehensive overview of observing and reporting. It includes excellent demonstrative exercises related to being objective when reporting observations. The materials are effective at communicating the message that all people perceive situations differently. A review of signs and symptoms of illness is provided. The accompanying videotape provides excellent examples and detail on how to observe and report. Instructions on how to use the material is provided both to the instructor and the learner.

Topics and Issues

- *Documentation*
- *Intervention, treatment, and programming*
- *Medical issues*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Classroom instruction*
- *Self-paced learning package*
- *Videotape*

Length

- *Instructor manual: 124 pages*
- *Videotape: 43 minutes*
- *Estimated time to complete training: 4 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
+	**Quality of learner instructions**
+	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

Some references made in the material are specific to Texas. The material, however, can easily be adapted for use in other states. The term *abnormal* is used to describe challenging behavior. Practice exercises are included but the learner is not required to demonstrate competency in actual work situations.

Other Information

The TXMHMR has developed a number of additional training materials. Among the topics addressed in those additional materials are:

- *People with Mental Retardation* introductory videotape
- Interpersonal communication skills
- Prevention and management of aggressive behavior
- Fire and safety
- First aid
- Medication observation
- Basic health and hygiene

Please contact the publisher to obtain information about these resources.

Source

Director of Human Resource Development
Texas Department of Mental Health and Mental Retardation
PO Box 12668
Austin, TX 78711
512/206-5462
512/206-5986 *Fax*
Contact: Instructional Systems Support Staff

Cost

$75.00 per module for agencies outside Texas. Contact the publisher to verify the cost and method of payment.

Just Friends & Community Connections: Weaving Friendships

S. Clark / Clark Associates

Texas Planning Council for Developmental Disabilities • 1994

Target Audience

This material is directed toward people who may be in a position to facilitate friendships and community connections for people with developmental disabilities. As a direct service training tool, it could be used by instructors of paraprofessionals or direct caregivers providing supports to people with disabilities.

These materials can be used to promote the inclusion of people with developmental disabilities in everyday life and community activities by showing the power of friendship and by increasing people's understanding and acceptance of disabilities. The video can provide an introduction to individuals with disabilities as friends and neighbors, and to show that people are more alike than different.

Structure and Content

This monograph and accompanying video describe the seven Texas Community Connections projects which sought to connect people with developmental disabilities and others throughout the community. The monograph features fifteen stories of friendships that developed from this project and the video features four of them. They introduce individuals with disabilities and friends they made through Community Connections projects. They share their personal stories, thoughts and experiences and look at the role that friendship plays in breaking the social isolation which people with disabilities often experience.

Although this material is not specifically designed as a training module, it is an excellent supplement for agency developed training on friendships and community connections.

Strengths and Weaknesses

Because this material was not specifically designed as a training module, it does not include instructions for the learner, incorporate a vary of instructional materials, or have competency measures. As a supplement to a more formal training module, however, it would add a multimedia dimension and illustrative real life case studies.

Other Information

The video is close-captioned. Other titles in this series *include Children in Texas Who are Medically Fragile: Families' Voices* (report), *Working: Stories of Supported Employment* (video), *Unlocking Tomorrow* (video), and *ABC's of Child Care* (video).

Topics and Issues

- *Community integration and participation*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Case studies*
- *Lecture*
- *Videotape*

Length

- *Videotape: 16 minutes*
- *52-page booklet*
- *Estimated time for completion: 2 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
N / A	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
+	**Individualizable instruction**
-	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Source

Texas Planning Council for Developmental Disabilities
4900 N. Lamar Boulevard
Austin, TX 78751
Contact: Erma Henderson
512/483-4080
800/262-0334
512/483-4099 *TDD*
512/483-4097 *Fax*

Cost

Free. Contact the publisher to verify the cost and method of payment.

Unlocking Tomorrow

Georgia Public Television

Texas Planning Council for Developmental Disabilities • 1993

Target Audience

This material is designed to be used by trainers of academic students, professionals, first-line supervisors, paraprofessionals, and direct care staff.

Structure and Content

This video shows the full range of assistive technology devices. It provides examples of simple to sophisticated adaptations, and describes how they are used in everyday life. Specific devices identified include an adapted van, a mouth stick, a sip-and-puff system, a touch talker, and a head pointer that uses a beam of light.

This material is designed to be used for training seminars. It uses lectures and video examples as instructional strategies. There are no competency measures included in the material.

Strengths and Weaknesses

The video provides a good overview of the possibilities assistive technology offers to people with disabilities. It promotes community inclusion and normalization and is adaptable for individualized instruction. As it is a video, it does not meet many of the criteria for effective training materials, e.g., there are no objectives or competency measures. There are no references cited to support the content or to direct the learner to further information.

Other Information

Other titles in this series include *Just Friends* (with the video *Community Connections*), *Children in Texas Who are Medically Fragile: Families' Voices* (report), *Working: Stories of Supported Employment* (video), and *ABC's of Child Care* (video).

Topics and Issues

- *Assistive technology*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Lecture*
- *Video examples*
- *Videotape*

Length

- *Estimated time for completion: 56 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
N / A	Quality of learner instructions
N / A	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
0	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Texas Planning Council for Developmental Disabilities
4900 N. Lamar Boulevard
Austin, TX 78751
Contact: Nancy Arms or Lucy Walker
512/483-4080
800/262-0334
512/483-4099 *TDD*
512/483-4097 *Fax*

Cost

Contact the publisher to verify the cost and method of payment.

In My Shoes: Friendmaking

L. Lapointe

The Tool Box • 1995

Target Audience

This material is designed to be used by instructors of paraprofessionals, direct caregivers, and first-line supervisors and is appropriate for use in a variety of settings.

Structure and Content

This training module provides information about community integration. The stated objectives of the training are that the learner will be able to:

- Learn *how* to connect people to people;
- Learn *why* to connect people to people;
- Identify changes agencies may need to make to connect people to people;
- Identify some changes participants may need to make in order to be successful in connecting people to others.

This material is designed for training seminars. It uses small discussion groups, games, and practice exercises as instructional strategies. The competency measures for this material include written exercises and assignments throughout the training.

Strengths and Weaknesses

Instructional strategies include practice exercises and small group discussion in addition to playing this game as a group. This game asks the participants to experience the various scenarios from the prospective of a consumer. The game has been pilot tested and revised. This material is based on the values of self-determination and community inclusion. The material does not cite references to support the content or direct the learner to resources for further learning.

Other Information

The publishers provide other training materials as well.

Topics and Issues

- *Community integration and participation*

Settings

- *Varied*

Instructional Formats

- *Trainer-facilitated*

Instructional Modes

- *Games*
- *Handout masters*
- *Instructor's manual*
- *Practice exercises*
- *Small discussion groups*

Length

- *Instructor materials: 24-page manual*
- *Estimated time for completion: 2.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

0	Comprehensiveness
N/A	Quality of learner instructions
–	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
0	Freedom from bias
+	Competency-based training
	Normalization/Inclusion

Source

Program Development Associates
5620 Business Avenue, Suite B
Cicero, NY 13039
800/543-2119
315/452-0710 *Fax*

Cost

$49 plus $5 for shipping and handling. For purchase orders, add $3.00 for order invoicing. Contact the publisher to verify the cost and method of payment.

Creating Visions: Direct Care Service Provider Training

S. Burton, R. Gee, & J. Overholt

University of Idaho • 1993

Target Audience

This material is designed for direct service personnel working in residential or vocational programs that provide support services to people with developmental disabilities.

Structure and Content

This curriculum covers a variety of issues related to the provision of services to people with disabilities. Specific topics include:

- Ethical treatment of people with disabilities: normalization, independence, partial participation, rights, federal legislation, people-first, self-advocacy
- Overview of developmental disabilities and family needs: definition of developmental disabilities, ethics of feeding and positioning, siblings and families with persons who are developmentally delayed
- Positive programming for the entire person: community living skills, community based training, supported living, ecological inventory process, discrepancy analysis, prompt hierarchy, natural cues and correction procedures, generalization, assistive technology and funding sources
- Strategies for increasing positive behavior: non-aversive behavioral support, functional assessment, reinforcing behavior, communication, recording behavioral data
- Developing an action plan that will work in your community: active treatment, goals and objectives, roles of the Qualified Mental Retardation Professional (QMRP)

This information is designed to be taught during orientation for new employees. This 45-hour course is required for all direct service personnel working in programs that provide services to people with developmental disabilities that receive Medicaid funding. The course is designed to be taught over a five-day period.

Strengths and Weaknesses

The general content of this material focuses on the values needed by individuals to provide direct service to people with developmental disabilities. The material is comprehensive and aligned with the principles of normalization, inclusion and community. People-first language is used throughout. Current references are cited throughout the material and additional resources are listed. This information is applicable to all service providers who provide services to people with various types and

Topics and Issues

- *Case management/service coordination*
- *Challenging behavior*
- *Individual assessment*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Staff development issues*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*
- *Train-the-Trainer*

Instructional Modes

- *Self-paced packet*
- *Videotape*

Length

- *Student guide: 301 pages*
- *Videotape: 12 minutes*
- *Instructor's manual: 207 pages*
- *Estimated time to complete training: 45 hours/five days*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
-	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

severity of disabilities. Specific examples are used throughout the material which provide information on how the content applies to the provision of direct services.

It is difficult to understand the intended use of the materials. Complete directions for the learner nor the trainer are provided. Although the material indicates that the material is designed for use in a 45-hour course, the content provided does not appear to include 45 hours worth of information. However, it should be noted that the information provided is easy to read, contains excellent information and could be adapted to meet a variety of training needs.

Other Information

A separate self-guided packet called *Introduction to Developmental Disabilities* is also available for purchase. However, all of the information contained within this separate module is included in the overall *Creating Visions* curriculum.

Source

Idaho Center on Developmental Disabilities, UAP
University of Idaho
129 W 3rd Street
Moscow, ID 83843
Contact: Ann Parks
208/885-6849
208/885-3628 Fax

Cost

$37.50 per student guide; $15.45 per videotape; $20.00 per Instructor's Manual. Prices include shipping and handling. Contact the publisher to verify the cost and method of payment.

Early Childhood: The Role of the Paraprofessional

University of Minnesota,
Institute on Community Integration (UAP) • 1996

Target Audience

These materials are designed for use by trainers of paraprofessionals in early childhood educational settings.

Structure and Content

This training module provides a broad overview of information applicable to early childhood educational services. The topics covered include:

- An introduction to early intervention and early education
- Child development in the early years
- Individualized planning for children
- In the classroom
- Families

This material could be used for preservice, orientation, continuing education, or as a training seminar. It is designed as trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by written exercises throughout the training.

Strengths and Weaknesses

Explicit goals are given for each chapter, and the learner is asked to demonstrate competency by written exercises and assignments throughout the training. There are many discussions and group activities throughout the training that provide experiential learning and transfer the information to the work environment. Several activities are intended for use in the work setting. The training has been piloted. This is a very broad overview of the early intervention / early education field. It includes little information about a number of topics relevant to paraprofessionals. Many of them are not treated in sufficient detail to provide competence in the skill, e.g., developing goals and objectives and the paraprofessional's role in community integration. This module could serve as an effective orientation, however, with subsequent skill development provided as needed.

A list of references and resources is included to support the content. Instructor instructions are explicit, but the existence and location of supplementary materials is not specified and is a bit confusing. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that pro

Topics and Issues

- *Early intervention*
- *Education*

Settings

- ***Educational***
- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Instructor's manual*
- *Lecture*
- *Practice exercises*
- *Small discussion groups*
- *Student workbook / manual*
- *Transparency masters*

Length

- *Student materials: 86 pages*
- *Instructor materials: 150 pages*
- *Estimated time for completion: 12 hours*

Overall Rating

- *Very good*

motes self-determination, inclusion, and normalization for people with disabilities.

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
0	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities*. The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities*, and *Transition: The Role of the Paraprofessional.*

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

$25 per facilitator manual; $15 per student manual

A New Way of Thinking

University of Minnesota,
Institute on Community Integration (UAP) • 1987

Target Audience

This material is designed for individuals who provide support to people with developmental disabilities. It is applicable across all types of services provided to people with all types of disabilities. It is also applicable to the general public as a means for educating them about people with disabilities.

Structure and Content

This videotape covers information related to the possibilities of inclusion for people with developmental disabilities across a multitude of environments in their lives including education, work, recreation, residential, and other settings. The principles of inclusion, community involvement, family supports are reviewed.

This videotape is designed to be used as preservice, orientation, or inservice training. Case examples and didactic information are the instructional methods used for this material. Competency measures and discussion questions are not included in this material.

Strengths and Weaknesses

This videotape provides excellent information on the possibilities of inclusion for all persons with disabilities. Examples of inclusion in education, work, and recreation are provided. The use of case examples and success stories make this video powerful in presenting the information. People-first language is used throughout. This material is useful for staff working in all types of support settings serving all types of individuals with disabilities. It is also useful beyond the service delivery arena and could be used as an excellent public education piece.

The material does not include any suggestions for facilitating discussion regarding the content nor does it have competency measures. Excellent examples of how the information applies to direct service provision are provided but an experiential component is not included.

Source

University of Minnesota
Institute on Community Integration (UAP)
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Contact: Publications Office
612/624-4512
612/624-9344

Topics and Issues

- *Case management/service coordination*
- *Community integration and participation*
- *Family supports*
- *Early intervention*
- *Educational issues*
- *Employment and adult day services*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Residential services*
- *Transition from school to adult life*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Videotape*

Length

- *Videotape: 23 minutes*
- *Estimated time to complete training: 25 minutes*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
+	Individualizable instruction
-	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Cost

$30.00 per videotape. Contact the publisher to verify the cost and the method of payment.

The Paraprofessional: An Introduction

University of Minnesota,
Institute on Community Integration (UAP) • 1996

Target Audience

This material is designed for use by trainers of paraprofessionals who work in educational settings.

Structure and Content

This training module is designed to provide an overview of the paraprofessional role in an educational setting. The topics covered include:

- Job roles and descriptions
- Description of the work environment
- Teamwork
- Legal responsibilities
- Communication
- Learning styles
- Stress and burnout on the job

This material is designed for use with preservice, orientation, and inservice training. It is designed as trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by written exercises throughout the training.

Strengths and Weaknesses

The training gives a comprehensive overview of the job of a paraprofessional in an educational setting, including teamwork and communication. Additional helpful material is presented on learning styles and burnout. Explicit goals are given for each chapter, and the learner is asked to demonstrate competency by written exercises and assignments throughout the training. Multiple modes of instruction are provided through discussions and group activities provide experiential learning and transfer the information to the work environment. The training has been piloted. Instructor instructions are explicit, but the existence and location of supplementary materials is not specified and is a bit confusing. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that promotes self-determination, inclusion, and normalization for people with disabilities.

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of

Topics and Issues

- *Education*
- *Staff development*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Games*
- *Lecture*
- *Practice exercises*
- *Role play*
- *Small discussion groups*

Length

- *Student materials: 85 pages*
- *Instructor materials: 120 pages*
- *Estimated time for completion: 12 hours*

Overall Rating

- *Very good*

the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities*. The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities*, and *Transition: The Role of the Paraprofessional.*

Evaluation Summary

0	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

$25 per facilitator manual; $15 per student manual

Positive Behavior Strategies for Paraprofessionals

University of Minnesota,
Institute on Community Integration (UAP) • 1996

Target Audience

This material is designed for use by trainers of paraprofessionals who work in educational settings and by direct support workers in other settings that provide supports to people with disabilities.

Structure and Content

This training module provides extensive information to help direct support personnel understand the functions of challenging behaviors and the role of positive interventions. It was developed for an educational setting but would work well in other settings as well. The topics covered include:

- Behavior and the environment
- Creating positive learning experiences
- An overview of challenging behavior
- Alternatives to challenging behavior
- Using behavioral interventions with students

This material is designed as continuing education or a training seminar. It is intended to be trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by written exercises throughout the training.

Strengths and Weaknesses

Explicit goals are given for each chapter, and the learner is asked to demonstrate competency by written exercises and assignments throughout the training. There are many discussions and group activities throughout the training that provide experiential learning and transfer the information to the work environment. The training has been piloted. The material features a good selection of the most relevant principles and issues in behavior management. Ethical considerations about when to use behavior management and who should decide are addressed briefly in the "Cost-Benefit" section but should be dealt with more prominently and extensively.

A list of references and resources is included to support the content. Instructor instructions are explicit, but the existence and location of supplementary materials is a bit confusing. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that promotes self-determination, inclusion, and normalization for people with disabilities.

Topics and Issues

- *Challenging behavior*
- *Education*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Lecture*
- *Practice exercises*
- *Role play*
- *Small discussion groups*

Length

- *Student materials: 78 pages*
- *Instructor materials: 120 pages*
- *Estimated time for completion: 12 hours*

Overall Rating

- *Excellent*

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities*. The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities*, and *Transition: The Role of the Paraprofessional*.

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

$25 per facilitator manual; $15 per student manual

Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities

Institute on Community Integration • 1996

Target Audience

This material is designed for use by trainers of paraprofessionals who work in educational settings and by direct support workers in other settings that provide supports to people with disabilities.

Structure and Content

This training module provides extensive information on promoting self-advocacy and facilitating friendships for direct support personnel. It was developed for an educational setting but would work well in other settings as well. The topics covered include:

- Introduction to self-advocacy
- Promoting self-advocacy
- What it takes to be a successful self-advocate
- Rights of people with disabilities
- Making a commitment to self-advocacy
- Facilitating friendships and socialization skills
- Issues in developing friendships for individuals with disabilities
- Developing social networks
- Facilitating friendships
- Planning for the future

This material is designed for use as continuing education or a training seminar. It is designed as trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by written exercises throughout the training.

Strengths and Weaknesses

Explicit goals are given for each chapter and the learner is asked to demonstrate competency by written exercises and assignments throughout the training. There are many discussions and group activities throughout the training that provide experiential learning and transfer the information to the work environment. The training has been piloted. This material presents a broad, practical overview of what a direct support worker needs to know to support self-advocacy and to facilitate friendships. It contains many helpful tips and activities.

A list of references and resources is included to support the content.

Topics and Issues

- *Education*
- *Issues in service delivery*
- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Lecture*
- *Panel / guest speaker*
- *Practice exercises*
- *Small discussion groups*

Length

- *Student materials: 159 pages*
- *Instructor materials: 185 pages*
- *Estimated time for completion: 12 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
0	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Instructor instructions are explicit, but the existence and location of supplementary materials is not specified and is a bit confusing. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that promotes self-determination, inclusion, and normalization for people with disabilities.

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities*. The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities*, and *Transition: The Role of the Paraprofessional.*

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

$25 per facilitator manual; $15 per student manual

Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families

University of Minnesota,
Institute on Community Integration (UAP) • 1996

Target Audience

This material is designed for use by trainers of paraprofessionals who work in educational settings and by direct support workers in other settings that provide supports to people with disabilities.

Structure and Content

This training module provides comprehensive information on cross-cultural considerations for direct support personnel. It was developed for an educational setting but would work well in other settings as well. The topics covered include:

- An introduction to diversity and direct service
- Cultural identification
- Institutional cultural competence
- Individual cultural competence
- Looking at cultural similarities and differences
- Using culturally sensitive and inclusive language
- Being a culturally competent paraprofessional
- Moving forward on a culturally competent journey

This material is designed for use as continuing education or a training seminar. It is designed as trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by written exercises throughout the training.

Strengths and Weaknesses

This material provides a practical overview of issues in cultural diversity and activities to promote cultural sensitivity. Explicit goals are given for each chapter, and the learner is asked to demonstrate competency by written exercises and assignments throughout the training. There are many discussions and group activities throughout the training that provide experiential learning and transfer the information to the work environment. A list of references and resources is included to support the content. Instructor instructions are explicit, but the existence and location of supplementary materials is not specified and is a bit confusing. The training instructions say to show several videos but no information is given about how to obtain them. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for

Topics and Issues

- *Administrative/management issues*
- *Education*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*

Settings

- ***Educational***
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Handout masters*
- *Lecture*
- *Practice exercises*
- *Small discussion groups*

Length

- *Student materials: 93 pages*
- *Instructor materials: 130 pages*
- *Estimated time for completion: 16–24 hours*

Overall Rating

- *Very good*

self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that promotes self-determination, inclusion, and normalization for people with disabilities.

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
-	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/Inclusion

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities*. The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities*, and *Transition: The Role of the Paraprofessional*.

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 Fax

Cost

$25 per facilitator manual; $15 per student manual

Transition: The Role of the Paraprofessional

University of Minnesota,
Institute on Community Integration (UAP) • 1996

Target Audience

This material is designed for use by trainers of paraprofessionals who work in educational settings and by direct support workers in other settings that provide supports to people with disabilities.

Structure and Content

This training module provides a broad overview of information applicable transition services. The topics covered include:

- Transition from school to adult life
- Interagency collaboration
- Roles and responsibilities of paraprofessionals
- Communication and problem solving
- Assessment and goal setting
- Student and family involvement
- Employment
- Home living
- Post-secondary education
- Community participation
- Recreation and leisure

This material is designed for use in an educational setting, but much of the material is applicable to any setting working with older adolescents and young adults. It could be used for preservice, orientation, continuing education, or as a training seminar. It is designed as trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by exercises throughout the training.

Strengths and Weaknesses

This material provides a broad overview of issues and services appropriate to the transition period and the paraprofessional's role in them. While it makes mention of self-determination and includes a person-centered planning outline in an appendix, the training would be strengthened by more emphasis on these topics. Explicit goals are given for each chapter, and the learner is asked to demonstrate competency by exercises and discussions throughout the training. There are discussions, group activities, and role playing exercises throughout the training that provide experiential learning and transfer the information to

Topics and Issues

- *Education*
- *Employment and adult day services*
- *Individual assessment*
- *Residential services*

Settings

- ***Educational***
- *Residential*
- *Varied*

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Lecture*
- *Practice exercises*
- *Small discussion groups*

Length

- *Student materials: 140 pages*
- *Instructor materials: 180 pages*
- *Estimated time for completion: 12 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

the work environment. The training has been piloted, but there is no mention of research to support its validity. However, a list of references and resources is included to support the content. Instructor instructions are explicit, but the existence and location of supplementary materials is not specified and is a bit confusing. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that promotes self-determination, inclusion, and normalization for people with disabilities.

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities.* The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities,* and *Transition: The Role of the Paraprofessional.*

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

$25 per facilitator manual; $15 per student manual

Working with Individuals Who Are Medically Fragile or Have Physical Disabilities

University of Minnesota,
Institute on Community Integration (UAP) • 1996

Target Audience

This material is designed for use by trainers of paraprofessionals who work in educational settings and by direct support workers in other settings that provide supports to people with disabilities.

Structure and Content

This module does not state specific goals but provides information about the following disabilities and their implications for direct service providers: allergies, asthma, attention deficit disorder, cerebral palsy, childhood cancer, congenital heart disease, cystic fibrosis, diabetes, eating disorders, emotional/behavioral disorders, epilepsy, hemophilia, lupus, neurological impairments, primary immune deficiency, spina bifida, teenage suicide and depression, tourette syndrome, and tuberculosis.

Specific instructions are provided for the following health procedures: assisted eating, body mechanics and handling/positioning, bowel care, cast care, diapering, diet monitoring, glucose monitoring, hand washing, skin care, and toileting procedures with individuals who use wheelchairs. General instructions are provided for catheterization, colostomy and ileostomy, oxygen therapy, respiratory therapy, tracheostomy, tube feeding, and ventilators. Additional chapters cover school-specific information, communication, teamwork, and medication administration.

This training was developed for use in an education setting, but much of it would be applicable to many settings. This material could be used for preservice, orientation, continuing education, or as a training seminar. It is designed as trainer-facilitated training but could be adapted for self-paced or train-the-trainer instruction. Competency is measured by written exercises throughout the training.

Strengths and Weaknesses

A great deal of the information in this material is specific to a particular skill or medical condition. Much of this information would be better taught on an "as needed" basis. The more general information on demographics and disabilities, inclusive language, education and health laws, communication, and teamwork would provide a good orientation for paraprofessionals who work with students who have physical disabilities. Explicit goals are not stated, and competency measures are limited and their use is not clear. There are discussions, group activities, and role play exercises throughout the training that provide experiential learning and transfer the information to the work environment. Several

Topics and Issues

- *Health care, safety, and emergency issues*
- *Physical special needs*

Settings

- ***Educational***

Instructional Formats

- *Post-secondary course material*
- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Classroom discussion*
- *Follow-along materials*
- *Lecture*
- *Practice exercises*
- *Small discussion groups*

Length

- *Student materials: 256 pages*
- *Instructor materials: 290 pages*
- *Estimated time for completion: 12 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

activities are intended for use in the work setting. The training has been piloted, but there is no mention of research to support its validity. However, a list of references and resources is included to support the content. Instructor instructions are explicit, but the existence and location of supplementary materials is not specified and is a bit confusing. The material is designed to be trainer-facilitated, so instructions would need to be interpreted for self-instruction. This material is excellent in providing content that is free of bias, respectful of disability, and that promotes self-determination, inclusion, and normalization for people with disabilities.

Other Information

This module is one of a seven-part series of training modules that was developed for paraprofessionals in an educational setting. Much of the material could easily be used or adapted for other settings. The title of the full series is *Strategies for Paraprofessionals Who Support Individuals with Disabilities.* The individual series titles include *The Paraprofessional: An Introduction, Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families, Promoting Self-Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities, Positive Behavior Strategies for Paraprofessionals, Early Childhood: The Role of the Paraprofessional, Working with Individuals Who are Medically Fragile or Have Physical Disabilities,* and *Transition: The Role of the Paraprofessional.*

Source

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512
612/624-9344 *Fax*

Cost

$25 per facilitator manual; $15 per student manual

Consumer Roles in Society

B. Eddy & G. Cohen

University of Missouri,
Kansas City Institute for Human Development • 1989

Target Audience

This curriculum is designed for professionals and direct service employees working in a variety settings in which people with various levels and types of developmental disabilities receive support services.

Structure and Content

This curriculum covers information regarding self-advocacy and how board members and staff can assist people with disabilities in providing meaningful input as members of voluntary boards. Specific topics covered in this material include:

- Consumers as self-advocates
- Consumers as participants in policy
- History of the self-advocacy movement
- Role of the advisor
- Involving consumers in decision-making process and tips to improve involvement in meetings and on boards

This material is designed to be used by employees during inservice or through continuing education efforts. Self-instruction is the only instructional method used in this curriculum. Competency demonstration or evaluation are not included.

Strengths and Weaknesses

This material presents a simple and straight forward synthesis of the history and implementation of the self-advocacy movement. Excellent tips on improving involvement of consumers on boards are included and could be applied to interdisciplinary teams and committees as well. Current references are used throughout the material and an annotated bibliography and references are provided for further information. Although the title focuses on consumer involvement on boards of non-profit agencies, the content is appropriate beyond these agencies and contains information that would benefit all employees in all types of services.

There are no competency measures for this material nor is there an experiential component. Reading is the only mode of instruction.

Other Information

The University of Missouri has published several other modules on related topics.

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Self-paced reading packet*

Length

- *Student guide: 36 pages*
- *Estimated time to complete training: 30–45 minutes*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
0	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Source

Developmental Disabilities Resource Center
University of Missouri: Kansas City
Institute for Human Development
2220 Holmes, 3rd Floor
Kansas City, MO 64108
Contact: Jean Paul
816/276-1770
816/235-1762 *Fax*

Cost

$4.00 for the guide. Contact the publisher to verify the cost and method of payment.

Piecing Together the Paraprofessional Puzzle

C. Long

University of Missouri • 1994

Target Audience

This material is designed to be used by instructors of paraprofessionals, direct caregivers, and first-line supervisors and, although primarily intended for use in educational settings, is appropriate in a variety of settings.

Structure and Content

The purpose of the manual is to provide a framework for orientation and training of the paraprofessional in his or her first year of employment. This material is designed for use with orientation. It uses a self-paced learning package as an instructional strategy. Competency is measured by written exercises and assignments throughout the training. Orientation topics include policies, roles, expectations, performance evaluations, ethics, teaming, and the special education process.

Strengths and Weaknesses

This material, which is designed to be used on an individual basis, covers a wide spectrum of what a paraprofessional in an education setting needs to know. There are excellent instructions for the learner and instructor and an experiential component is also provided. This material is consistent with the principles of normalization and inclusion and used people-first language. It gives references and lists supplemental training resources. It includes several worksheets for paraprofessionals to complete assessing their work environment or their own performance needs.

Other Information

Other training materials are available from the University of Missouri

Topics and Issues

- *Challenging behavior*
- *Education*
- *Introduction to developmental disabilities*
- *Staff development issues*

Settings

- ***Educational***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Instructor's manual*
- *Self-paced learning package*

Length

- *Student and instructor materials: 105 pages*
- *Estimated time for completion: 10–15 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
+	**Quality of instructor instructions**
+	**Individualizable instruction**
0	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
0	**Competency-based training**
+	**Normalization/inclusion**

Source

University of Missouri
Instructional Materials Laboratory (IML)
2316 Industrial Drive
Columbia, MO 65202
800/669-2465
314/882-1992 *Fax*

Cost

$9.00. Contact the publisher to verify the cost and method of payment.

Psychotropic Drugs: A Descriptive Guide for Care Providers

R. Sommi & C. Rinck

University of Missouri,
Kansas City Institute for Human Development • 1989

Target Audience

This curriculum is designed for professionals and direct service employees working in a variety settings in which people with various levels and types of developmental disabilities who are prescribed psychotropic drugs and receive support services.

Structure and Content

This curriculum covers information regarding the use of psychotropic medications by individuals with developmental disabilities. Specific information reviewed in this material includes:

- Description of drug classes: antipsychotic, antidepressant, mood stabilizing, anxiety, stimulant and sedative/hypnotic medications
- Reasons for prescribing medications; prevalence, efficiency, side effects, and emergency issues related to psychotropic medications
- Drugs used for behavioral control that are not labeled psychotropic
- Common laboratory tests

This material is designed to be used during orientation, inservice or through continuing education efforts. Self-instruction is the only instructional method used and there are no competency measures.

Strengths and Weaknesses

This is extremely comprehensive information related to the use of psychotropics medications for people with developmental disabilities. Summaries for many of the most commonly used drugs are provided and include useful information. The material was written at a fourth grade reading level and a glossary of terms is provided. Current references are used to support the content and a listing of additional resources on this topic is included. The self-paced mode of instruction is helpful to people who have schedules which do not permit attendance at training seminars during the day.

This material is extremely comprehensive and not all provider agencies will need to review this information in as much detail as is presented within this material. Additional information on the roles and responsibilities of medical staff, families and direct service staff regarding the importance of collecting accurate behavioral data and monitoring side effects should be included in training supplements to this mate-

Topics and Issues

- *Challenging behavior*
- *Health care, safety, and emergency issues*
- *Intervention, treatment, and programming*
- *Medical issues*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Self-paced reading packet*

Length

- *Student guide: 122 pages*
- *Estimated time to complete training: 4–5 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
-	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
0	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

rial. The material is long, has few pauses and the sections are not of equal length. It would take many hours for a person unfamiliar with the topic to digest the information. Additionally, there are no competency measures and only one mode of instruction is used.

Other Information

A thirty-five page condensed version of this information called *Psychotropic Drugs: In Brief* is also a part of this training series and is available for purchase through the same publisher. The condensed version is an easy to read, excellent summary of the information. The University of Missouri has published several other modules on related topics

Source

Developmental Disabilities Resource Center
University of Missouri–Kansas City
Institute for Human Development
2220 Holmes, Floor
Kansas City, MO 64108
Contact: Jean Paul
816/276-1770
816/235-1762 *Fax*

Cost

$8.00 for the 122-page guide; $5.00 for *Psychotropic Drugs: In Brief.* Contact the publisher to verify the cost and method of payment.

Training Guide for Aging Specialists

P. Kultgen, C. Rinck, & D. Pfannenstiel

University of Missouri,
Kansas City Institute for Human Development • 1987

Target Audience

This curriculum is designed for professionals and direct service employees working in a variety settings with people who are aging and who have various levels and types of developmental disabilities.

Structure and Content

This curriculum addresses aging issues for people with developmental disabilities. Specific objectives address the following topics and issues:

- Age-related changes in vision
- Age-related issues in hearing
- Changes in bone and muscle tone for persons who are aging
- Hypertension and the two most common types of heart disease
- Gastrointestinal issues for people with developmental disabilities who are aging
- Parkinson's disease
- Changes in appearance for people who are aging
- Psychological stress and depression for persons who are older
- Changes in patterns of life expectancy
- Dementia of the Alzheimer type
- Work and retirement issues
- Roles of spouses, mates, siblings, children, and friends in general population and for people who are aging
- Relocation issues for people with developmental disabilities who are aging

This material is designed to be used by employees during inservice or through continuing education efforts. Self-instruction is the only instructional method used in this curriculum. Competency measures in the form of written self-tests completed during the training are used in this curriculum.

Strengths and Weaknesses

This material is comprehensive and references are used to support the content. The self-paced component of this material makes it easy for individuals to access and to use at various locations and times during the day or week. Competency measures exist for the material and align with the material objectives.

One mode of instruction is used for this information and the reading

Topics and Issues

- *Case management/service coordination*
- *Challenging behavior*
- *Physical special needs*
- *Sensory and communication needs*
- *Services to persons who are elderly*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced reading packet*

Length

- *Student guide: about 200 pages*
- *Estimated time to complete training: 4–5 hours*

Overall Rating

- *Very good*

material is lengthy. Examples as to how the information applies to service provision are not provided nor is there an experiential component to the material. Although in the preface of the material a statement is made about people-first language, the word *patient* is used throughout the curriculum when referring to individuals with disabilities who receive services.

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
N/A	**Quality of instructor instructions**
+	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
0	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Other Information

This curriculum includes fifteen chapters which cover a variety of specific topics related to aging and people with disabilities. A condensed fifteen-page version of this information is contained in *Aging: In Brief* which is also a part of this training series. The University of Missouri has published several other modules on related topics.

Source

Developmental Disabilities Resource Center
University of Missouri: Kansas City
Institute for Human Development
2220 Holmes, 3rd Floor
Kansas City, MO 64108
Contact: Jean Paul
816/276-1770
816/235-1762 *Fax*

Cost

$12.00 for the 200-page guide; $5.00 for *Aging: In Brief*. Contact the publisher to verify the cost and method of payment.

Building Capacity for Community Support: Basic Support Unit

D. Baker, A. Surratt, M. Pissott, & R. Albin

University of Oregon, Specialized Training Program,
Center on Human Development • 1994

Target Audience

This material is designed to be used by instructors of paraprofessionals or direct care staff. It is appropriate for use across a variety of settings that support people with disabilities.

Structure and Content

This training module provides information related to residential services. The stated objectives of the training are that the learner will be able to:

- Recognize the importance of positive social interactions for the people we support and to identify things we can do to insure positive social interaction and to build rapport;
- Learn the importance of structuring physical environments to support success;
- Recognize the importance of individual preferences of the people we assist and to identify methods of incorporating these preferences into the supports that we provide.

This material is designed for use in orientation and inservice training. It uses a variety of instructional strategies including small discussion groups, demonstration / modeling, and self-paced learning packages. Competency is measured by written exercises and assignments throughout the training.

Strengths and Weaknesses

The material covers its stated objectives but avoids many of the more controversial issues surrounding consumer choice. Examples and individual activities provide a good transfer of the content to the actual work environment. Instructions are clear and explicit and the material is specifically designed to accommodate individual learner needs. Information specific to the program and people served can be incorporated into the training. There are no references to support the content or to direct the learner to resources for further learning.

Other Information

Other units in this series include *Health & Safety* (video / written materials), *Values* (video), *Development* (workbook) and *Medical Support*.

Topics and Issues

- *Intervention, treatment, and programming*
- *Residential services*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Demonstration / modeling*
- *Instructor's manual*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 44 pages*
- *Student materials: 31 pages*
- *Videotape: 26 minutes*
- *Estimated time for completion: 2 hours*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
0	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

Source

Specialized Training Program
1235 University of Oregon
Eugene, OR 97403
541/346-5311
541/346-2466 *TDD*
541/346-5517 *Fax*
Contact: RTC secretary

Cost

$20 per copy. Contact the publisher to verify the cost and method of payment.

Building Capacity for Community Support: Health & Safety

A. Surratt, R. Albin, M. Piggott, & A. Munkres

University of Oregon, Specialized Training Program,
Center on Human Development • 1993

Target Audience

This material is designed to be used by instructors of paraprofessionals or direct care staff. It is appropriate for use across a variety of settings that support people with disabilities.

Structure and Content

This training module provides information regarding safety and medical situations. The stated objectives of the training are that the learner will be able to:

- Identify procedures that help prevent the spread of infection and recognize situations where they are necessary;
- Identify concerns related to maintaining a safe living environment and activities to ensure safe living;
- Recognize medical emergencies and how to respond to them while remaining calm and in charge of the situation.

This material is designed for use in orientation and inservice training. It uses a variety of instructional strategies including small discussion groups, demonstration / modeling, and self-paced learning packages. Competency is measured by written exercises and assignments throughout the training.

Strengths and Weaknesses

The material gives a comprehensive overview of the health and safety information necessary for a new direct service staff to know. It is appropriate for different types of providers. Examples and individual activities relate the material to the actual work environment. Instructions are clear and the material gives specific strategies to accommodate individual learner needs. The training allows for incorporating information specific to the program and the people served. There are no references cited to support the content or to direct the learner to other resources.

Other Information

Other units in this series include *Basic Support, Values* (video), *Development* (a workbook for managers) and *Medical Support.*

Topics and Issues

- *Health, safety, and emergency issues*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***

Instructional Modes

- *Demonstration / modeling*
- *Instructor's manual*
- *Small discussion groups*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 47 pages*
- *Student materials: 26 pages*
- *Videotape: 35 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Good*

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
0	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
–	Freedom from bias
+	Competency-based training
0	Normalization/inclusion

Source

Specialized Training Program
1235 University of Oregon
Eugene, OR 97403
503/346-5311
503/346-2466 *TDD*
503/346-5517 *Fax*

Cost

$20 per copy. Contact the publisher to verify the cost and method of payment.

Understanding Aging and Developmental Disabilities: An Inservice Curriculum

R. Machemer & J. Overeynder

University of Rochester • 1993

Target Audience

This module is designed for use by trainers of direct service providers in the field of developmental disabilities. The material is appropriate for use across settings in which support services are provided to people with developmental disabilities who are aging.

Structure and Content

This curriculum covers a variety of information related to persons with developmental disabilities who are aging. Specific topics include:

- Biology of human aging
- Developmental disability
- Aging and developmental disability services systems
- Family care-giving
- Alzheimer disease and Down syndrome
- Cerebral palsy in adults who are older
- Environments and aging

Strengths and Weaknesses

This curriculum provides a comprehensive overview of many issues related to aging and developmental disabilities. In particular there is excellent content on family issues, legislation regarding the aging population and environmental adaptations to consider for people who are aging. This information is appropriate for use across service settings in which people with developmental disabilities who are aging receive services. Some examples are used within the material to illustrate how the information applies to direct service provision; additional examples should be added by the instructor and targeted to the specific audience at hand. People-first language is used throughout this curriculum. No competency measures or demonstration checklists are included in this material.

Topics and Issues

- *Community integration and participation*
- *Family supports*
- *Physical special needs*
- *Services to persons who are elderly*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Discussion*
- *Lecture*

Length

- *Instructor's guide: 143 pages*
- *Estimated time to complete training: 14–20 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Source

Training Program in Aging and Disabilities
University of Rochester Medical Center
Box 671
601 Elmwood Avenue
Rochester, NY 14642
Contact: Joyce Goodberlet
716/275-2987
716/275-3366 *Fax*

Cost

$15.00 per module. Contact the publisher to verify the cost and method of payment.

Conversations on the New Definition of Mental Retardation

L. Rood & R. Schalock

Value-Based Training and Technical Services • 1993

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This curriculum provides an explanation of the new definition of mental retardation to consumers, family members and direct service workers. A historical perspective on the definition is provided and perceptions over time about people with MR are identified. This material is designed for use with orientation and inservice training seminars. It uses lecture and follow-along materials as instructional strategies. There are no competency measures included in this material.

Strengths and Weaknesses

This training module offers high quality information in a comprehensive manner to introduce the new definition of mental retardation. Inclusive language is used throughout. The material is value-based and consistent with the principles of normalization and inclusion. This module does not include competency measures or goals and objectives. Instructions for the learner and the instructor on how to use the materials are also not included.

Other Information

This is part 3 of a seven-part series called *Value-Based Training: The Human Services Training Library*. Other titles in this series include *Conversations on Quality of Life, Conversations on Death and Dying, Strategies for Teaching and Learning, Planning Positive Futures, Using Functional Assessment to Reach Goals*, and *The Art of Human Services*.

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Follow-along materials*
- *Handout masters*
- *Lecture*
- *Transparency masters*
- *Videotape*

Length

- *Videotape: 33 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

- + Comprehensiveness
- - Quality of learner instructions
- - Quality of instructor instructions
- + Individualizable instruction
- + Variety of instructional modes
- - Experiential component
- + Freedom from bias
- - Competency-based training
- + Normalization/inclusion

Source

Value-Based Training and Technical Services
3502 N. 49th Street
Omaha, NE 68104
Contact: Lois Rood
402/455-2818
402/697-0366 *Fax*

Cost

$75.00. Contact the publisher to verify the cost and method of payment.

Conversations on Quality of Life

L. Rood, R. Schalock, & K. Keith

Value-Based Training and Technical Services • 1993

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This curriculum offers a thought-provoking interview about the question, "What is quality of life?" It provides information on measuring and evaluating services for person with significant disabilities. This material challenges private and public, profit and not-profit service providers to consider quality of life issues for the people they serve.

This material is designed for use with preservice, orientation, and inservice training seminars. It uses lecture and follow-along materials as instructional strategies. There are no competency measures included in this material.

Strengths and Weaknesses

This training module provides thorough information on the topic of the quality of life. It provides an overview of various quality of life assessments, technologies, and life indicators. It is presented in a manner which challenges the way in which people and service providers "think about" quality of life and it challenges current service delivery. This material could be used in a variety of ways – as a stand-alone training material or to augment other materials.

There are no competency measures or goals and objectives listed within the materials. Instructors to the learner and to the instructor on how to use these materials is also lacking.

Other Information

This is part 2 of a seven-part series called *Value Based Training: The Human Services Training Library.* Other titles in this series include: *Conversations on the New Definition of Mental Retardation, Conversations on Death and Dying, Strategies for Teaching and Learning, Planning Positive Futures, Using Functional Assessment to Reach Goals* and *The Art of Human Services.*

Topics and Issues

- *Individual assessment*
- *Intervention, treatment, and programming*
- *Introduction to developmental disabilities*
- *Legal issues, self-advocacy, and individual rights*
- *Values and principles*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Follow-along materials*
- *Lecture*
- *Transparency masters*
- *Videotape*

Length

- *Student materials: 4 handouts*
- *Videotape: 36 minutes*
- *Estimated time for completion: 1 hour*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
-	Quality of learner instructions
-	Quality of instructor instructions
+	Individualizable instruction
0	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Value-Based Training and Technical Services
3502 N. 49th Street
Omaha, NE 68104
Contact: Lois Rood
402/455 2818
402/697-0366 *Fax*

Cost

$75.00. Contact the publisher to verify the cost and method of payment.

Neglect and Abuse of People Who Are Vulnerable

L. Rood

Value-Based Training and Technical Services • 1993

Target Audience

This material is designed for use by trainers of service providers working across a variety of settings providing services to people who are considered vulnerable adults.

Structure and Content

This material reviews information on abuse and neglect issues for vulnerable adults. The objectives for this curriculum suggest that the participant learn:

- Three groups of people who are especially vulnerable to abuse
- Factors that make a person especially vulnerable to neglect or abuse
- Role of protective services
- The characteristics of a dysfunctional family or agency
- The characteristics of a functional or healthy family or agency
- The differences between neglect and abuse
- Some general definitions of neglect, verbal abuse, physical abuse, sexual abuse and financial exploitation
- How to recognize neglect and abuse
- How to recognize and manage a crisis
- How to analyze a situation and decide whether or not to report it
- How to write a report
- The service provider's role in an investigation
- The rights of a staff member if accused
- Strategies to prevent neglect and abuse
- How to develop a personal management plan to protect oneself from being a victim or offender

This material is designed to be taught as a training seminar or continuing education. Specific instructional strategies include: case studies, small group discussion, practice exercises, role-playing, lecture and self-paced learning package. A written test following the training session is used to measure learner competence.

Strengths and Weaknesses

This material provides extremely comprehensive information regarding the issue of abuse and neglect of vulnerable adults. The instructor's manual has excellent instructions as to how the manual, videotape, and

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- *Varied*

Instructional Formats

- *Trainer-facilitated*

Instructional Modes

- *Audio tapes*
- *Classroom instruction*
- *Videotape*

Length

- *Team member's manual: 66 pages*
- *Videotape: about 27 minutes each*
- *Audiotapes: 6 at about 20 minutes each*
- *Estimated time to complete training: 12–15 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
N/A	**Quality of learner instructions**
+	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
0	**Normalization/inclusion**

audio tapes should be used to maximize learning. The course requires participation in practice demonstration and role-play exercises designed to apply the information being taught to direct service provision. Example forms, policies and procedures are also provided.

This material requires 12–15 hours of classroom instruction on this subject.

Other Information

This material should be taught by a person knowledgeable in the area of neglect and abuse. Additionally, the instructor should be familiar with the specific state's statutes, accreditation standards, state regulations and agency policies, procedures, and forms related to abuse and neglect reporting. A possible instructor for this training might be a training specialist or a person responsible for quality assurance within the agency. Nine other training courses in the same format are available from this publisher. Three new videotapes are currently being prepared.

Source

Value-Based Training and Technical Services
Lois R. Rood, Executive Director
3502 North 49th Street
Omaha, NE 68104-3648
Contact: Lois Rood
402/455-2818
402/697-0366 *Fax*

Cost

$350.00 for a complete set of materials. Contact the publisher to verify the cost and method of payment.

Problem Solving for Physical Challenges

W. Stubers

Value-Based Training and Technical Services • 1993

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides a variety of information regarding providing support for physical special needs. The stated objectives of the training are that the learner will be able to:

- Describe abnormal movements and posture with emphasis on how they contribute to deformities and health problems
- Define *muscle tone* and its relation to posture and movement
- Define *range of motion* and identify causes of limitations
- Describe what primary (primitive) reflexes are, including how they are elicited and how they may contribute to deformity if not managed through proper handling and positioning
- Describe and demonstrate principles of handling and proper body mechanics to promote safety in working with individuals with physical challenges
- Describe and demonstrate the techniques of positioning, turning, and transferring as instructed in this manual
- Identify commonly used adaptive equipment for positioning and describe their use
- Demonstrate awareness of the issue of assistive technology for environmental access, including resources
- Demonstrate problem solving ability when presented with a clinical problem relating to physical management of an individual with a moderate or significant physical challenge

This material is designed for use inservice training or continuing education. It uses a variety of instructional strategies including lecture, demonstration / modeling, practice exercises and follow-along materials. Competency is measured by performance / skill demonstration throughout the training session and a written post-test.

Strengths and Weaknesses

The materials thoroughly cover the basic terms, principles, and techniques of physical management. The training has been piloted and

Topics and Issues

- *Physical special needs*

Settings

- *Varied*

Instructional Formats

- *Post-secondary course material*
- *Self-paced*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Audio tape*
- *Demonstration / modeling*
- *Follow-along materials*
- *Handout masters*
- *Lecture*
- *Practice exercises*
- *Student workbook / manual*
- *Videotape*

Length

- *Audio tapes: 73 minutes each*
- *Instructor materials: 16 pages*
- *Student manual: 32 pages*
- *Videotapes: 48 & 95 minutes*
- *64 transparency masters*
- *Estimated time for completion: 7.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

- + **Comprehensiveness**
- - **Quality of learner instructions**
- + **Quality of instructor instructions**
- + **Individualizable instruction**
- + **Variety of instructional modes**
- + **Experiential component**
- + **Freedom from bias**
- + **Competency-based training**
- + **Normalization/inclusion**

modified but there are no references to support the content or to direct the learner to further information. The material is appropriate for different types of providers. The final objective is not addressed in the content or with a competency measure. Although there are demonstrations in the video, there is a long stretch of uninterrupted, motionless lecturing. There were no instructions for two of the lab exercises.

Other Information

Supplementary material includes a Team Leader's Kit and a Team Member's Kit.

Source

Value-Based Training and Technical Services
3502 N 49th Street
Omaha, NE 68104
Contact: Lois Rood
402/455-2818
402/697-0366 *Fax*

Cost

$350 per module plus $5.50 for shipping and handling. Contact the publisher to verify the cost and method of payment.

Strategies for Teaching and Learning

L. Rood & K. Keith

Value-Based Training and Technical Services • 1995

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This material provides information on a wide variety of issues and topics around teaching and learning. Topics covered and identified regarding objectives include:

- The teacher-learner relationship
- Components of complete and individual plans
- Communicating, listening, observing, and documenting
- Changing behavior
- Writing goals and objectives
- Developing a teaching strategy
- Structuring the environment
- Task analysis and chaining
- Arranging the instructional cycle
- Keeping a raw data record
- Graphing behavior
- Revising programs and reporting progress

This material is designed for use with orientation seminars. It uses case studies, lecture, exercises, classroom discussion, and follow-along materials as instructional strategies. It uses written post-test and written exercises and assignments throughout training as instructional strategies.

Strengths and Weaknesses

The instructor portion of this training material has information and directions for use. These materials can be used for individualized instruction and adapted to include information on individual agency policies and procedures. The material is value-based and consistent with principles of normalization and inclusion. Competency measures are included and information is presented in a comprehensive manner. Although goals and objectives are present, the material is not *skill* based and often does not illustrate how to use the information learned in actual work settings.

Topics and Issues

- *Challenging behavior*
- *Education*
- *Intervention*

Settings

- ***Varied***

Instructional Formats

- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Case studies*
- *Classroom discussion*
- *Follow-along materials*
- *Handout masters*
- *Lecture*
- *Practice exercises*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 12 pages*
- *Student materials: 150 pages*
- *Videotapes: about 2 hours each*
- *Estimated time for completion: 8 hours*

Overall Rating

- *Excellent*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
+	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
0	Experiential component
+	Freedom from bias
0	Competency-based training
+	Normalization/inclusion

Other Information

This is part 4 of a seven-part series called *Value Based Training: The Human Services Training Library.* Other titles in this series include: *Conversations on the New Definition of Mental Retardation, Conversations on Quality of Life, Conversations on Death and Dying, Planning Positive Futures, Using Functional Assessment to Reach Goals* and *The Art of Human Services.*

Source

Value-Based Training and Technical Services
3502 N. 49th Street
Omaha, NE 68104
Contact: Lois Rood
402/455 2818
402/697-0366 *Fax*

Cost

$400.00. Contact the publisher to verify the cost and method of payment.

Using Functional Assessment to Reach Goals

K. Faison & B. Jessing

Value-Based Training and Technical Services • 1993

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides information regarding individual assessment. The stated objectives of the training are that the learner will be able to:

- Define *assessment*
- Define *functional assessment*
- Explain how different professionals contribute to the assessment process
- Explain the traditional assessment process and its uses in historical perspective
- Explain the dimensions of life planning
- Demonstrate the ability to help individuals determine their own dreams and goals
- Explain the importance of listening and observing with an open mind
- Be able to help people create new choices
- Demonstrate the ability to carry out a functional assessment
- Explain the difference between a behavioral form and a behavioral function
- Demonstrate the ability to integrate other specialized assessment results into the planning process
- Demonstrate how to use a functional assessment in an individual program plan team meeting to assist people who have physical, mental or emotional challenges with their goals

This material is designed for use with inservice training, continuing education or a training seminar. It uses a variety of instructional strategies including case studies, lecture, panel / guest speakers, practice exercises, classroom discussion and follow along material. Competency is measured by performance / skill demonstration following the training session at the work site, a written post-test and written exercises and assignments throughout the training.

Topics and Issues

- *Individual assessment*
- *Intervention, treatment, and programming*

Settings

- *Varied*

Instructional Formats

- *Post-secondary course material*
- *Self-paced*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Case studies*
- *Classroom discussion*
- *Lecture*
- *Panels / guest speakers*
- *Practice exercises*
- *Student workbook / manual*
- *Videotape*

Length

- *Audio tapes: 65 minutes*
- *Instructor materials: 16 pages*
- *Student materials: 40 pages*
- *Videotapes: 68 minutes*
- *Estimated time for completion: 10 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
+	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Strengths and Weaknesses

This training has clear objectives which are tested by multi-level competency measures. Examples are included throughout the material and case studies for discussion are included at the end of each section. This material is also value-based and consistent with the principles of normalization and inclusion. The curriculum has been field tested and reviewed by content-area experts. This would be good training for advanced topic for experienced direct service staff.

Other Information

This training module suggests that the learner should be familiar with two other Human Service Training Library modules before attempting functional assessment. (*Planning Positive Futures: A Team Approach* explains the life planning concept and *Principles of Achieving Goals* gives information about setting and achieving personal goals.)

Source

Value-Based Training and Technical Services
3502 N. 49th Street
Omaha, NE 68104
Contact: Lois Rood
402/455 2818
402/697-0366 *Fax*

Cost

$300 per module plus $5.50 for shipping per module. Contact the publisher to verify the cost and method of payment.

Nutrition Education Material for Individuals with Disabilities: Group Home Training Modules

West Virginia University,
University Affiliated Center for
Developmental Disabilities • 1987–1990

Target Audience

This material is designed to be taught to direct service providers who work in residential services with people with disabilities of varied types and levels of severity.

Structure and Content

A variety of specialized topics related to nutrition and dietary issues are reviewed in this material. Topics addressed include:

- Choking
- Cooking for fat and cholesterol restrictions
- Dealing with food sensitivity and/or food allergy
- Equipment selection
- Food budgeting
- Food/drug interactions
- Food in the management of diarrhea/constipation
- Food preparation reference manual
- Kitchen safety and sanitation
- Low sodium diets and food prep
- Lunch ideas
- Management of eating, chewing, and swallowing problems
- Meat, fish and poultry preparation
- Meeting standards in group home nutrition services
- Menu management: preparing healthy nutritious food for group homes
- Menu planning
- Menu planning reference manual
- Modified diets: pureed, high and low calorie, mechanical soft
- The need for food supplements in group homes
- Normal healthy nutrition: how to eat for good health
- Nutrition and health: the nutrients
- Planning and cooking for diabetes
- Planning and preparing casseroles for group homes
- Quick bread preparation
- Snacking the healthy way

Topics and Issues

- *Health care, safety, and emergency issues*

Settings

- ***Residential***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Lecture*

Length

- *Estimated time to complete training: 45–60 hours for the entire series; approximately 1–2 hours per module.*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
N/A	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
-	**Variety of instructional modes**
0	**Experiential component**
-	**Freedom from bias**
0	**Competency-based training**
0	**Normalization/inclusion**

- Understanding modified diets
- Use of ready mixes
- Vegetable and fruit preparation
- Weight control
- Why water? Why fiber?

This material is designed for use during inservice or orientation training experiences. Lectures and practical exercises are the instructional strategies suggested in the material. However, this material could easily be adapted to a self-paced format. Written, true/false, pre- and post-test are used to measure competency in all of these materials.

Strengths and Weaknesses

These materials provide very specific information regarding specialized food management and dietary issues. They include revisions made in the 1988 ICF/MR regulations regarding dietary issues. These materials would only be appropriate for use in settings in which food is prepared for consumption by consumers or where consumers prepare foods. These materials would be useful in group home settings in which cooks are employed or in which direct service providers are expected to prepare food. The short segments make this material easy to adapt to individual work schedules and to a self-paced format. The cost is very reasonable and the modules can be purchased individually.

These are best used for reference materials. The instructions for the teacher are not always clear and in some cases include only outlined information. The practical exercises actually require the learner to prepare foods as reviewed in the training curriculum. These materials are being updated to provide person-first language and the most current practices. The updated versions will be provided for new orders.

Other Information

This curriculum includes a series of short individual training modules on specialized topics related to nutrition education.

Source

Nutrition and Dietary Services
UACDD-UWV
955 Hartman Run Road
Morgantown, WV 26505
Contact: Margaret Abbott
304/293-4692
304/293-7294 *Fax*

Cost

$1.50 per module; $2.50 per reference manual. Contact the publisher to verify cost and method.

At Greater Risk: Legal Issues in Sexual Abuse of Adults with Developmental Disabilities: A Training Guide for Care Givers

J. Feustel

Wisconsin Council on Developmental Disabilities • 1991

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides information regarding the prevention of sexual abuse and support of legal rights for people with developmental disabilities. The stated objectives of the training are to help people in supportive roles to:

- Prevent the sexual abuse of adults with developmental disabilities;
- Respond promptly and correctly to suspected abuse;
- Support the personal autonomy, assertiveness, and self-protection of the adult with a developmental disability;
- Support the rights of adults with developmental disabilities to legal redress when sexual assault occurs.

This material is a manual and is not designed specifically for training. It would be appropriate to use for inservice training. However, it uses reading as a primary instructional strategy. There are no competency measures included with the material.

Strengths and Weaknesses

There are no examples, experiential components, or provisions for transfer of knowledge to work situations. Nor are there are competency measures to determine if the learner has mastered the content or can apply it to the work situation. The material does not give references to support the content or for further learning. This material is consistent with the principles of normalization and inclusion. It is also adaptable for individualized instruction. Some of the material is Wisconsin-specific.

Other Information

This curriculum is one of a five-part series called *Sexuality Series*. Other titles in the series include *STARS*, *STARS 2*, *Beginnings*, and *Doubly Silenced*. The cost for the entire series is $35.

Topics and Issues

- *Human sexuality*
- *Legal issues, self-advocacy, and individual rights*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Instructor's manual*
- *Reading*

Length

- *Student and instructor materials: 29 pages total*
- *Estimated time for completion: 2.5 hours*

Overall Rating

- *Good*

Evaluation Summary

+	Comprehensiveness
N / A	Quality of learner instructions
N / A	Quality of instructor instructions
+	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
0	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Wisconsin Council on Developmental Disabilities
722 Williamson Street, 2nd Floor
PO Box 7851
Madison, WI 53707
Contact: Susan Heighway
608/263-5996
608/266-6660 *TDD*
608/267-3906 *Fax*

Cost

$2 per copy. Contact the publisher to verify the cost and method of payment.

Discovering the Parent's Language of Learning: An Educational Approach to Supporting Parents with Mental Retardation

M. Sweet

Wisconsin Council on Developmental Disabilities • 1990

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This monograph presents an educational perspective to assist nurses, social workers, or early childhood specialists in their work with parents with developmental disabilities. It covers topics such as individual learning styles and strategies, motivation, emotions and emotional support, and how to handle the personal challenge of these interactions. It gives a systematic, six-step approach to providing instructional and emotional support. This material would also be useful to direct service staff who work with adults who receive services.

Strengths and Weaknesses

As a monograph, this material does not contain any of the specific features of effective training modules such as multiple modes of instruction and competency measures. This material contains only a booklet and uses reading as the primary mode of instruction. It is most appropriate as an augmentation to other training materials. It can be used by itself or incorporated into other training that seeks to impart successful techniques for facilitating learning in adults with developmental disabilities who receive support services and who have children.

Other Information

This monograph is part of a six-part series called *Supported Parenting* that is available from the WCDD for $15.00. Other titles are *Cultivating Competence, Helping Parents Parent, Facing the Challenge, Building the Foundation,* and *Preserving the Vision.*

Topics and Issues

- *Family supports*
- *Human sexuality*
- *Intervention, treatment, and programming*

Settings

- *Varied*

Instructional Formats

- *Self-paced*

Instructional Modes

- *Individual reading*

Length

- *Student materials: 12 pages*
- *Estimated time for completion: 1 hour*

Overall Rating

- *Good*

Evaluation Summary

0	Comprehensiveness
N/A	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
0	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

Source

Wisconsin Council on Developmental Disabilities
722 Williamson Street, 2nd floor
PO Box 7851
Madison, WI 53707-7851
Contact: Susan Heighway
608/263-5996
608/266-6660 *TDD*
608/267-3906 *Fax*

Cost

$3.00 each. Contact the publisher to verify the cost and the method of payment.

Helping Parents Parent: A Practical Guide for Supporting Families Headed by Parents with Cognitive Limitations

S. Heighway

Wisconsin Council on Developmental Disabilities • 1992

Target Audience

This material is designed for professional and direct service staff working with families headed by parents with cognitive limitations.

Structure and Content

This curriculum is designed to share knowledge, techniques and attitudes for providing effective and comprehensive services to families headed by parents with cognitive limitations. Specific topics reviewed in this material include:

- Identifying parents who have cognitive limitations
- Understanding common barriers for parents in providing adequate care for children
- Methods of assessment for determining the health and developmental needs of children and parents as well as capabilities of the parents for meeting the health needs of their children
- Recognizing learning characteristics which are common among parents with cognitive limitations
- Ways of helping which are individualized, sensitive and supportive to families
- Ways to promote comprehensive and coordinated community support to families so that they can better meet the health and developmental needs of their children

This material could be used by staff as a part of their orientation, inservice or continuing education training. It should be used by employees who will likely work with people with developmental disabilities who are also parents. The potential settings for use include residential, vocational, educational and health care. There are no prescribed competency measures for this material.

Strengths and Weaknesses

This material is specific, comprehensive and sensitive to community perceptions of people with disabilities being parents. Additional resources are provided and current references are cited throughout the curriculum. The material is easy to use and is written in simple language. It could easily be utilized in a number of environments and at anytime during the day or week. An instructor does not have to be

Topics and Issues

- *Case management/service coordination*
- *Family supports*
- *Health care, safety, and emergency issues*
- *Introduction to developmental disabilities*
- *Services to parents with mental retardation*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Self-paced reading material*

Length

- *Student guide: 71 pages*
- *Estimated time to complete training: 1.5–2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
N/A	Quality of instructor instructions
0	Individualizable instruction
-	Variety of instructional modes
-	Experiential component
+	Freedom from bias
-	Competency-based training
+	Normalization/inclusion

present during the learning experience. People-first language is used throughout the curriculum.

There is no experiential component to the learning process and competency is not measured. The unimodal instruction is not conducive to all learning styles.

Source

Wisconsin Council on Developmental Disabilities
722 Williamson Street, 2nd floor
PO Box 7851
Madison, WI 53707-7851
Contact: Susan Heighway
608 / 263-5996
608 / 266-6660 *TDD*
608 / 267-3906 *Fax*

Cost

$3.00 per copy. Contact the publisher to verify the cost and method of payment.

STARS 1: Skills Training for Assertiveness Relationship-Building and Sexual Awareness

S. Heighway & S. Webster

Wisconsin Council on Developmental Disabilities • 1990

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

The material presents a model for promoting positive sexuality and preventing sexual abuse of individuals with developmental disabilities. It provides a means for assessing individual needs for learning and support, and proposes a training model. This manual may be used by someone who intends to set up a sexuality education program. The primary instructional strategy is used in this material is reading. No competency measures are included.

Strengths and Weaknesses

This material provides a comprehensive overview of the issues in supporting positive sexuality for adults with developmental disabilities. The content promotes the principles of normalization and inclusion. It is appropriate for different types of providers and includes supplemental training materials. The material is very readable, attractive, and easy to use. As it is not designed as a training material, it does not meet many of the criteria for effective training resources.

Other Information

This is a guidebook to help service providers develop a sexuality education program for adults with developmental disabilities. There are many suggestions about how to adapt the strategies for children.

This curriculum is one of a five-part series entitled *Sexuality Series*. Other titles in the series include *At Greater Risk: Legal Issues in Sexual Abuse of Adults with Developmental Disabilities: A Training Guide for Care Givers, STARS 2, Beginnings*, and *Doubly Silenced*. The cost for the entire series is $35.

Topics and Issues

- *Human sexuality*

Settings

- ***Varied***

Instructional Formats

- *Post-secondary course material*
- ***Self-paced***
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Reading*
- *Student workbook / manual*

Length

- *Student materials: 100 pages*
- *Estimated time for completion: 8–10 hours*

Overall Rating

- *Good*

Evaluation Summary

+	**Comprehensiveness**
0	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
0	**Individualizable instruction**
-	**Variety of instructional modes**
-	**Experiential component**
0	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

Source

Wisconsin Council on Developmental Disabilities
PO Box 7851
Madison, WI 53707
Contact: Susan Heighway
608/263-5996
608/266-6660 *TDD*
608/267-3906 *Fax*

Cost

$5.00 each. Contact the publisher to verify the cost and method of payment.

STARS 2 for Children: A Guidebook for Teaching Positive Sexuality and the Prevention of Sexual Abuse for Children with Developmental Disabilities

S. Heighway & S. Webster

Wisconsin Council on Developmental Disabilities,
Waisman Center UAP • 1993

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides information about human sexuality. Its purpose is to share a model for promoting positive sexuality and preventing sexual abuse of youth with developmental disabilities. Topics include the reason for sex education; myths and facts about sexuality and youth with developmental disabilities; the "Stars 2" model; understanding relationships; social interaction; sexual awareness; and assertiveness. It is intended to be used as an "instructional guide" for training seminars and individual study.

Strengths and Weaknesses

This is an instructional guide which gives comprehensive description of a model for sexuality education for children (pre-school to adolescent). A series of goals are supported by suggested activities. Activities are coded as *basic* or *advanced* and for young or older learners. There is an extensive list of resources and excellent overhead and handout masters. Excellent instructions are provided for the instructor and the material can be adapted for individualized instruction. Some of the material is specific to Wisconsin statutes and no competency measures are included. This material is an excellent guidebook for educators and instructors.

Other Information

This curriculum is one of a five-part series entitled *Sexuality Series*. Other titles in the series include *At Greater Risk: Legal Issues in Sexual Abuse of Adults with Developmental Disabilities: A Training Guide for Care Givers*, *STARS*, *Beginnings*, and *Doubly Silenced*. The cost for the entire series is $35.

Topics and Issues

- *Human sexuality*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Instructional guide*
- *Instructor's manual*

Length

- *Student materials: 108 pages*
- *Estimated time for completion: 5 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
N / A	Quality of learner instructions
+	Quality of instructor instructions
+	Individualizable instruction
–	Variety of instructional modes
N / A	Experiential component
+	Freedom from bias
–	Competency-based training
+	Normalization/inclusion

Source

Wisconsin Council on Developmental Disabilities
722 Williamson Street, 2nd Floor
PO Box 7851
Madison, WI 53707
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608/263-5996
608/266-6660 *TDD*
608/267-3906 *Fax*

Cost

$10.00 per copy. Contact the publisher to verify the cost and method of payment.

Active Treatment

Young Adult Institute • 1990

Target Audience

This training material is appropriate for direct service staff who work with individuals of all ages, levels and types of disability in residential settings.

Structure and Content

This guided videotape provides an introduction to active treatment (as defined in ICF-MR standards) for individuals with developmental disabilities. The material covers:

- The philosophy and purpose of active treatment
- Definition of active treatment
- What staff should do to facilitate active treatment

This training package could be used during orientation or inservice training. Instructional strategies used include role-plays, exercises, and a self-paced learning package. Summative written tests measure participant knowledge following the training experience.

Strengths and Weaknesses

This videotape package could be used in a variety of types of residential settings. The training package provides excellent instructions for the learner about how to proceed through the training package. People-first language is modeled throughout most of the videotape.

The content provides a basic overview of active treatment and uses regulatory driven language. It does not include information on client-centered approaches nor does it provide a well-rounded view of active treatment. The role-playing on the videotape is distracting because it portrays people pretending to have a developmental disability. Additionally, in some role-plays staff use directive language. On one occasion, staff modeled excessive prompting when trying to encourage an individual to complete a task. One role-play scene portrays adults wearing birthday hats and using balloons that were obviously designed for use by children.

Other Information

Young Adult Institute has published several other videotapes on related topics.

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- ***Residential***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Guided videotape*
- *Worksheets*

Length

- *Videotape: 16 minutes*
- *Worksheets: 15 pages*
- *Estimated time to complete training: 30–60 minutes*

Overall Rating

- *Good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
-	**Quality of instructor instructions**
0	**Individualizable instruction**
+	**Variety of instructional modes**
0	**Experiential component**
0	**Freedom from bias**
0	**Competency-based training**
-	**Normalization/inclusion**

Source

Attn. Tapes and Publications
Young Adult Institute
460 West 34th Street
New York, NY 10001-2382
Contact: Treika Morget or Staci Cuniffe
212/563-7474, ext. 193
212/268-1083 *Fax*

Cost

$45.00 to rent; $95.00 to purchase. Contact the publisher to verify the cost and the method of payment.

Client Rights Are Human Rights

Young Adult Institute • 1990

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides information on the rights of people with developmental disabilities. The stated objectives of the training are that the learner will be able to:

- Understand the importance of the rights of people with developmental disabilities
- Understand what those rights mean
- Understand a five-step thinking strategy and the client rights assessment strategy for use in evaluating particularly difficult issues regarding client rights

This material is designed for use inservice, preservice, or orientation training. It uses a variety of instructional strategies, including small discussion groups, role-play, demonstration / modeling, and follow-along materials. Competency is measured by performance / skill demonstration throughout the training session and written exercises and assignments throughout the training.

Strengths and Weaknesses

The material is appropriate for different types of providers. The explicit goals are matched with clear outcome measures. Examples are used to illustrate relevant points and there is an experiential component to the training. It is easy to use and would accommodate adapting for individualized instruction. The material is free from bias with respect to gender, culture, nationality, or disability and applies the principle of self-determination and contemporary values. There are no references given to support the content or to direct the learner to other resources.

Other Information

The publishers, Young Adult Institute, have many other training materials available around related topics.

Topics and Issues

- *Legal issues, self-advocacy, and individual rights*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*
- *Train-the-trainer*

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Role-play*
- *Small discussion groups*
- *Student workbook / manual*
- *Videotape*

Length

- *Student materials: 30 pages*
- *Videotape: 29 minutes*
- *Estimated time for completion: 2 hours*

Overall Rating

- *Very good*

Evaluation Summary

N / A	**Comprehensiveness**
+	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
+	**Normalization/inclusion**

Source

Young Adult Institute
460 W. 34th Street
New York, NY 10001
Contact: Treika Morgret (x 247) or Staci Cunniffe (x 193)
212/563-7474
212/268-1083 *Fax*

Cost

$195.00 for the complete instructional videotape, a one-hour *Beginnings and Group Presentations* on another video, and a comprehensive workbook, plus shipping and handling. Contact the publisher to verify the cost and method of payment.

Counseling Skills

Young Adult Institute • 1991

Target Audience

This guided videotape and worksheets are designed for direct service staff who work with adults who have developmental disabilities. It is appropriate for use across all types of service settings.

Structure and Content

This videotape provides information to direct service staff regarding intervention, treatment, programming and basic counseling skills. The overall goal of this training package is to teach staff the use of teaching techniques. Specific objectives include:

- To understand the purpose of counseling
- To understand that counseling isn't psychotherapy
- To learn how to build a trusting and empathic relationship
- To learn special considerations when counseling people with mental retardation/developmental disabilities
- To understand practical issues when counseling in a program environment

The instructional strategies used include case studies, demonstration/modeling, discussion groups, and role-playing. Throughout the training videotape, participants are asked to stop, practice and demonstrate skills. No summative evaluation is contained within the training materials.

Strengths and Weaknesses

Prerequisites for training and a listing of materials needed to complete the training session are provided. The training exercises and role-play demonstrations encourage staff to relate the new information and concepts to their real work situation. The materials also encourage staff to complete role-plays related to the individuals with whom they work. This is useful in enabling a transfer of knowledge into skill at the worksite.

Perhaps the biggest weakness of this training materials is that the actors in this videotape are adults without disabilities pretending to have mental retardation. This is obvious and very distracting to the viewer. Additionally, there is no formal competency measure beyond having participants practice the skills in role-play situations.

Other Information

Young Adult Institute has published several other videotapes on related topics.

Topics and Issues

- *Counseling skills*
- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Guided videotape*
- *Worksheets*

Length

- *Workbook: 22 pages*
- *Videotape: about 20 minutes*
- *Estimated time to complete training: 1.5 hours each*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
+	Quality of learner instructions
–	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
+	Experiential component
+	Freedom from bias
–	Competency-based training
0	Normalization/inclusion

Source

Attn. Tapes and Publications
Young Adult Institute
460 West 34th Street
New York, NY 10001-2382
Contact: Treika Morget or Staci Cuniffe
212/563-7474, ext. 193
212/268-1083 *Fax*

Cost

$45.00 to rent; $145.00 to purchase. Contact the publisher to verify the cost and the method of payment.

Group Counseling for People with Mild to Moderate Mental Retardation and Developmental Disabilities: An Interactive-Behavioral Model

D. Tomasulo

Young Adult Institute • 1990/1991

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

The purpose of this videotape and workbook is to teach staff who work with individuals who have mild to moderate mental retardation and other developmental disabilities the use of counseling techniques. Three goals capture these techniques by instructing staff how to:

- Conduct a peer support group counseling session
- Identify factors that enable staff to access how participants are benefiting from their peer support group *and*
- Use specialized role-playing techniques

However, the material also states that the program is intended for use only with the supervision of a professional trained in the use of these counseling techniques. This material is designed for use with inservice training. It uses a variety of instructional strategies including lecture, demonstration/modeling, and reading. There are no competency measures included in the materials.

Strengths and Weaknesses

The target audience and purpose of this training is unclear. It seems to be directed at direct service staff, yet it states the program not be used without the supervision of a therapist trained in these techniques. Although this material is well done and does a good job of covering the intended material, it is not designed to include many of the components of state-of-the-art training curriculum. No objectives or outcome measures are specified. A reference list supports the content, but many of the references precede this material by more than five years.

Other Information

In addition to the videotape which is part of this module, there are two more required supplementary videos entitled *Group Counseling:*

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- *Varied*

Instructional Formats

- *Self-paced*
- *Trainer-facilitated*

Instructional Modes

- *Demonstration/modeling*
- *Lecture*
- *Reading*
- *Student workbook/manual*
- *Videotape*

Length

- *Student materials: 24 pages*
- *Videotapes: 49 & 29 minutes*
- *Estimated time for completion: 3 hours*

Overall Rating

- *Good*

An Interactive Behavioral Model and *Group Counseling: One Complete Session.*

Evaluation Summary

+	**Comprehensiveness**
-	**Quality of learner instructions**
N / A	**Quality of instructor instructions**
0	**Individualizable instruction**
0	**Variety of instructional modes**
0	**Experiential component**
+	**Freedom from bias**
-	**Competency-based training**
+	**Normalization/inclusion**

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212/268-1083 *Fax*

Cost

Contact the publisher to verify the cost and method of payment.

Strategies for Changing Behavior

D. Kaplan, P. Catapano, & M. Ardito

Young Adult Institute • 1991

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides information regarding behavior observation and management techniques. The stated objectives of the training are that the learner will be able to:

- Observe behavior accurately
- Become familiar with the behavior management techniques
- Define the six components of each technique
- Identify situations in which the techniques would be most effective
- Discuss the utilization of these techniques in your work

This material is designed for use inservice, preservice, or orientation training. It uses a variety of instructional strategies, including small discussion groups, role-play, demonstration / modeling, and follow-along materials. Competency is measured by performance / skill demonstration throughout the training session and written exercises and assignments throughout the training.

Strengths and Weaknesses

This material is appropriate for presenting a brief overview of behavior management. It contains clear, explicit objectives and written exercises and skill demonstrations throughout the training. It contains examples, experiential components, and provisions to transfer the knowledge and skill to the work environment. A variety of instructional modes are used and explicit instructions are provided for the learner. It does not cite resources to support the content or to direct the learner to further information. Although the material is generally respectful and free of bias, one example of a staff person using the "limit setting with redirection" technique to get a person with disabilities to set the table seems counter to the principles of self-determination and choice.

Other Information

In addition to the videotape with this curriculum, the publisher requires the use of the following material as well: *Strategies for Changing Behavior: A Positive Approach.*

Topics and Issues

- *Intervention, treatment, and programming*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***
- *Train-the-trainer*

Instructional Modes

- *Demonstration / modeling*
- *Follow-along materials*
- *Role-play*
- *Small discussion groups*
- *Student workbook / manual*
- *Videotape*

Length

- *Instructor materials: 4 pages*
- *Student materials: 15 pages*
- *Videotapes: 21 minutes*
- *Estimated time for completion: 1.5 hours*

Overall Rating

- *Very good*

Evaluation Summary

0	**Comprehensiveness**
+	**Quality of learner instructions**
0	**Quality of instructor instructions**
+	**Individualizable instruction**
+	**Variety of instructional modes**
+	**Experiential component**
+	**Freedom from bias**
+	**Competency-based training**
0	**Normalization/inclusion**

Source

Young Adult Institute
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212/268-1083 *Fax*

Cost

$95.00 plus $5 for shipping and handling. Contact the publisher to verify the cost and method of payment.

Understanding Developmental Disabilities

Young Adult Institute • 1991

Target Audience

This training material is designed for direct service staff who work with individuals of all ages, levels and types of disability. It is appropriate for direct service employees working in both residential and non-residential settings.

Structure and Content

This guided videotape provides an introduction to mental retardation and developmental disabilities. The material is designed to assist learners to:

- Define developmental disabilities
- Identify five types of developmental disabilities
- Indicate the four levels of mental retardation
- Understand the importance of stressing the individual first and the disability second

This training material is designed to be used during orientation or inservice training. This training package uses case studies, discussion groups, classroom discussion, group process, structured feedback and self-paced learning packages as instructional strategies. Formative and summative written tests are used to measure employee knowledge and skills.

Strengths and Weaknesses

In this self-paced set, the instructions are adequate to enable the learner to watch the videotape and complete the workbook without an instructor present. Furthermore, the training materials are easily adapted to individuals with various learning abilities and life circumstances. Multiple modes of instruction are used including: videotape, workbook, and discussion questions. The material can be used by an individual employee or to facilitate a group learning experience.

Specific examples are provided for the learner throughout the training video. The videotape shows real life examples of types and levels of disabilities. People with disabilities are the main actors. Excellent examples are provided when related conditions are discussed. People-first language is used and an emphasis is placed on focusing on the individual first and the disability second.

This training videotape, however, emphasizes the differences in levels of mental retardation, while neglecting to mention the positive outcomes the provision of training and support can have for people with severe or profound mental retardation. For example, the videotape does

Topics and Issues

- *Introduction to developmental disabilities*

Settings

- ***Residential***
- *Varied*

Instructional Formats

- ***Self-paced***
- *Trainer-facilitated*

Instructional Modes

- *Guided videotape*
- *Worksheets*

Length

- *Videotape: 23 minutes*
- *Worksheet: 17 pages*
- *Estimated time to complete training: 30–60 minutes*

Overall Rating

- *Very good*

Evaluation Summary

0	Comprehensiveness
+	Quality of learner instructions
-	Quality of instructor instructions
0	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
0	Freedom from bias
+	Competency-based training
-	Normalization/inclusion

not mention that many people with severe or profound mental retardation work in real jobs within their communities through supported employment. Furthermore, some scenes focus on segregated rather than natural community settings. For example, one scene shows people with mental retardation learning about street signs in a classroom instead of using real street signs in the community.

While some discussion questions are provided, the training material does not provide detailed descriptions about to how to best use this resource. Furthermore, the exercises in the workbook do not tie the information learned in the videotape to the employee's real work situation.

Other Information

Young Adult Institute has published several other videotapes on related topics.

Source

Attn. Tapes and Publications
Young Adult Institute
460 West 34th Street
New York, NY 10001-2382
Contact: Treika Morget or Staci Cuniffe
212/563-7474, ext. 193
212/268-1083 *Fax*

Cost

$95.00 to purchase; $45.00 to rent. Contact the publisher to verify the cost and method of payment.

Working with Families: What Professionals Need to Know

J. Zeger

Young Adult Institute • 1990

Target Audience

This material is designed to be used by instructors of first-line supervisors and paraprofessionals or direct care staff. It is also appropriate for use by faculty, families, and consumers and across a wide variety of settings that provide supports for people with disabilities.

Structure and Content

This training module provides information regarding family supports. The stated objectives of the training are that the learner will be better able to understand:

- How parenting a child with a disability is different from parenting a non-disabled child
- What parents need and want from professionals
- The hopes and fears that parents experience about the future of their child with a disability

This material is designed for use inservice and orientation training. It uses a variety of instructional strategies, including panels/guest speakers, practice exercises, and classroom discussion. Competency is measured by written exercises and assignments throughout the training.

Strengths and Weaknesses

This material is directed at facilitating understanding of the issues in working with families. A variety of instructional modes are used and instructions are given for a facilitator to lead the training, but it could easily be used for individual instruction. In addition to a reading list, this material includes optional activities and suggestions that can be used to expand the training. The video shows people of different racial backgrounds and portrays men and women as caretakers. The principles of normalization and inclusion are emphasized and people-first language is used throughout.

Other Information

The publishers, Young Adult Institute, have many other training materials available around related topics.

Topics and Issues

- *Family supports*

Settings

- ***Varied***

Instructional Formats

- *Self-paced*
- ***Trainer-facilitated***

Instructional Modes

- *Classroom discussion*
- *Handout masters*
- *Instructor's manual*
- *Panels/guest speakers*
- *Practice exercises*
- *Videotape*

Length

- *Instructor materials: 12 pages*
- *Videotapes: 23 minutes*
- *Estimated time for completion: 2 hours*

Overall Rating

- *Very good*

Evaluation Summary

+	Comprehensiveness
0	Quality of learner instructions
+	Quality of instructor instructions
+	Individualizable instruction
+	Variety of instructional modes
-	Experiential component
+	Freedom from bias
+	Competency-based training
+	Normalization/inclusion

Source

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212/563-7474
212/268-1083 *Fax*

Cost

$95.00 plus $5 for shipping and handling. Contact the publisher to verify the cost and method of payment.

Appendices

Appendix A – Training Topics

Administrative and Management Issues

- Administrative planning
- Board of governance
- Budgeting/fiscal management
- Communicating
- Computer technology
- Contract language
- Coordinating services
- Corporate development
- Disciplinary issues
- Employee/consumer counseling
- Employee evaluation
- Fund raising
- Leadership and motivation
- Minority issues
- Organizational change
- Personnel management
- Personnel policy
- Program evaluation
- Program promotion
- Public relations
- Quality assurance
- Recruitment / hiring / termination
- Staff supervision techniques
- Training staff and consultants
- Work plans

Case Management and Service Coordination

- Accessing generic services
- Accessing specialized services
- Interagency coordination/issues
- Interdisciplinary team process
- Personal futures planning
- Systems change
- Service planning

Health Care, Safety, and Emergency Issues

- AIDS
- CPR
- Defensive driving
- Dental care
- Fire and weather safety
- First aid
- Gastrostomy care
- Handling medical emergencies
- Health care routines
- Hepatitis B
- Meal planning and preparation
- Medication administration
- Medication side effects
- Nutrition
- Psychotropic medication
- Sanitation and infection control
- Seizures and illnesses
- Tracheostomy care

Individual Assessment

- Assessment instruments
- Assessment strategies
- Functional analysis
- Measurement issues
- Screening
- Task analysis

Individual Special Needs

Challenging Behavior
- Dual diagnosis (MR/MI)
- Emergency/controlled procedures
- Positive interventions
- Substance abuse/alcohol

Human Sexuality

Parents with DD

Personal Care Special Needs
- Eating/feeding

Physical Special Needs
- Assistive technology and devices
- Environmental adaptations
- Lifting
- Positioning and handling

Sensory and Communication Needs
- Augmentative communication
- Orientation and mobility
- Sensory integration training
- Sign language/braille

Intervention / Treatment / Programming

- Behavior modification
- Data collection and management
- Individual program design
- Instructional strategies
- Program development
- Program implementation
- Program maintenance
- Program management
- Prompting strategies
- Program writing
- Record keeping
- Report writing
- Selection and use of training materials
- Writing goals and objectives

Introduction to Developmental Disabilities

- Community integration/LRE
- Deinstitutionalization
- Disability information/awareness
- Historical perspective
- Human growth and development
- Information referral/direction services
- Overview of specific disabilities
- Overview of service delivery systems
- Normalization
- Philosophical issues
- Quality of life
- Terminology

Issues in Service Delivery

Community Integration and Participation

- Recreation and leisure
- Social networks, participation
- Transportation/community mobility

Early Intervention

Education

- Inclusive education
- Outcome based education

Employment/Adult Day Services

- Business theory
- Career planning
- Client scheduling
- Employer negotiation
- Employment models
- Follow along and monitoring
- Generalizing work opportunities
- Job and job site analysis
- Job development and modification
- Job match
- Job placement
- Job site training
- Labor market analysis
- Maintaining access to employment
- Marketing
- Production management
- Proposal/contract development
- Rehabilitation technology
- Resource development
- Rural employment
- Supervisor/coworker advocacy
- Supported employment
- Vocational training
- Wage and hour

Family Supports

- Communicating with families
- Counseling families
- Parent/family advocacy
- Parenting
- Sibling support
- Working with families

Medical Issues

- Diagnosis/prescription
- Genetics
- Health care
- Identification
- Mental health/counseling
- Prenatal services
- Prevention

Residential Services

- Activities of daily living
- Community acceptance
- Community living
- Foster care
- Home management
- Independent living
- Respite Care
- Supported living

Services to Persons Who Are Elderly

Transition from School to Adult Roles

Legal Issues, Self-Advocacy, and Individual Rights

- Advocacy
- Child neglect and abuse
- Consumer empowerment
- Data privacy issues
- Disability rights
- Guardianship
- Legal rights/criminal justice
- Self-advocacy
- Self-determination
- Special needs adoption
- Vulnerable adults

Public Policy/Planning

- Laws (e.g., ADA training)
- Public programs and services
- Rules and regulations for provision of services

Staff Development

- Assertiveness training
- Conflict resolution
- Ethical issues and standards
- Interpersonal skills
- Job-seeking skills
- Paraprofessional roles and responsibilities
- Problem solving
- Stress management
- Teamwork
- Time management

Appendix B —
AAUAP Continuing Education Directors

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Appendix D — Resources Available from the Institute on Community Integration

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ABC Dropout Prevention & Intervention Series (1995)

A series of reports from three successful dropout prevention projects for students with learning and emotional and behavioral disabilities:

- *PACT Manual: Parent and Community Teams for School Success*. Describes how to promote the collaboration of parents and communities so they can work with schools to help students stay in school.
- *Staying in School: Strategies for Middle School Students with Learning & Emotional Disabilities*. A summary of findings from the dropout prevention projects that are relevant to all students at risk of dropping out of school.
- *Staying in School: A Technical Report of Three Dropout Prevention Projects for Middle School Students with Learning and Emotional Disabilities*. Three project evaluations including information on samples of students, methodology, data, and results of statistical analyses.
- *Relationship Building & Affiliation Activities in School-Based Dropout Prevention Programs*. A report describing efforts to prevent students from dropping out by building relationships with young adolescents at risk of being excluded from school and by fostering students' affiliation with school.
- *Tip the Balance: Practices & Policies That Influence School Engagement for Youth at High Risk for Dropping Out*. A report highlighting policies and practices that facilitate or inhibit students' connection with school. Methods for tipping the balance toward facilitative policies and practices are identified.

Communities of Vision & Action: Systems Change Through Minnesota's Community Transition Interagency Committees (1997)

Profiles of Minnesota demonstration projects funded to improve transition services and supports for youth and young adults with disabilities. Describes individual project overviews, statements of need, activities undertaken to meet the needs, results, and reflections on what was learned.

Exemplary Programs for Persons with Disabilities in Transition, Supported Employment, and Parent Professional Collaboration (1994)

A collection of profiles describing thirty exemplary programs serving people with disabilities in the Region V states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Exemplary School-to-Work Model/Practice/Strategy Profiles (1995)

A set of five profiles that describe exemplary school-to-work models, practices, and strategies which include students with disabilities. The profiles are identified through a selection process developed by the School-to-Work Outreach Project. Additional profile sets will be made available approximately twice a year.

Effective Self Advocacy: Empowering People with Disabilities to Speak for Themselves (Report 90-4) (1990)

A record of the discussion during the workshop "Assisting People with Developmental Disabilities to Speak Effectively for Themselves," held at the 1990 annual conference of the American Association on Mental Retardation. It contains the comments of workshop participants who have extensive experience developing self-advocacy groups for persons with developmental disabilities.

From Vision to Practice: Ideas for Implementing Inclusive Education (1996)

A resource guide that describes the variety of ways in which schools in Minnesota's Roseville Area School District implement inclusive education. Topic areas include *What is Inclusive Education? What are the Roles of Special Educators, General Educators, and Teaching Assistants? How Can Collaborative Teams Find Time to Plan?* and *How are Students with Challenging Behaviors Supported in Inclusive Settings?*

A Guidebook on Consumer Controlled Housing for Minnesotans with Developmental Disabilities (1995)

An 80-page resource guide which outlines options available for creating consumer controlled housing arrangements by people with developmental disabilities, their families, and others who help them. It describes major planning, housing, service, support, and funding considerations and contains planning worksheets and stories of personal experiences in creating consumer controlled housing arrangements.

Keeping Kids in School: Using Check & Connect for Dropout Prevention (1995)

A manual for educators with details on how to promote school completion among high risk youth by regularly checking students' attendance, course work, and behavior, and intervening as needed to maintain students' connection with school.

Learning to Listen (1996)

A computer-based training program adapted from the training module *Positive Learning: An Alternative to Behavior Management* (Hitzig, 1992). This interactive multi-media course summarizes key concepts and issues in positive alternatives to behavior management. Designed to facilitate a better understanding of challenging behavior from the perspective of people with disabilities.

Powerful Partnerships: Parents & Professionals Building Inclusive Recreation Programs Together (1995)

A compilation of perspectives on the past, present, and future of inclusive recreation; strategies for enhancing family and community development through inclusive recreation; and profiles of programs incorporating different inclusive recreation approaches.

Self-Advocacy Groups: 1994–95 Directory for North America (1994)

A directory listing over 700 self-advocacy groups in the US, Canada, and Mexico. Entries are organized by nation and state, with each listing including the group name, address, phone, and contact person. Designed for use by agencies and organizations serving people with developmental disabilities. The directory is unbound and punched for insertion into a three-ring binder.

Self-Advocacy Print and Media Resources/1995–96 (1995)

A guidebook listing nearly 150 publications and videos about self-advocacy. Many of the materials were written by and for self-advocates. The guidebook includes resources about the Americans with Disabilities Act, building self-advocacy groups, financial issues, health and medical concerns, legal rights, Personal Futures Planning, self-advocacy skills, and other related topics.

Strategies for Paraprofessionals Who Support Individuals with Disabilities (1995)

A curriculum series primarily for paraprofessionals working in educational settings, but is also useful for those in direct service settings. The curriculum is designed with four core training modules (volumes 1–4), and three specialized modules (volumes 5–7). Each module comes in facilitator and student versions. Though each module is designed to stand alone, beginning with Module 1 is recommended. Each module comes in a facilitator and a stident version.

- *Module 1: The Paraprofessional: An Introduction.* An introduction to job roles, descriptions, and responsibilities of paraprofessionals and supervisors of paraprofessionals in schools and direct care facilities.
- *Module 2: Providing Cross-Cultural Support Services to Individuals with Disabilities and Families.* An introduction to diversity and direct service, institutional and individual cultural competence, and using culturally sensitive and inclusive language.
- *Module 3: Promoting Self Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities.* An introduction to self-advocacy and guidelines on encouraging self-advocacy for persons with disabilities.
- *Module 4: Positive Behavior Strategies for Paraprofessionals.* This curriculum examines how different environments and situations can influence behavior, including strategies for a positive approach to behavior change.
- *Module 5: Early Childhood: The Role of the Paraprofessional.* An introduction to early childhood intervention with an explanation of the connection between assessment and intervention. Practices, teaching techniques and strategies are included.
- *Module 6: Working with Individuals Who are Medically Fragile or Have Physical Disabilities.* An introduction to the changing roles of education as it relates to students with disabilities, including specific instructions and general descriptions of selected health procedures, such as assisted eating, handling and positioning, and catheterization.
- *Module 7: Transition: The Role of the Paraprofessional.* An introduction to the professionals who make up the transition team.

Self-Determination for Youth with Disabilities: A Family Education Curriculum (1994)

A 15-module curriculum developed to teach families skills for supporting self-determination in their transition-age member with a disability. It is designed to be presented by teachers, community agency personnel, or other facilitators in a series of two-hour sessions addressing topics that include future planning, family meetings, values and goals, choice-making, solving problems, resolving conflicts, personal advocacy, connecting with community resources, persevering through difficulties, and participating in political systems.

Yes I Can (1997)

A year-long, 20-module curriculum designed to bring about the social inclusion of junior and senior high school students with disabilities in school and community settings. Through the curriculum, students with and without disabilities come together for weekly classroom instruction and community experiences that increase understanding of the social inclusion needs and challenges experienced by persons with disabilities, and the interpersonal skills needed for successful relationships. Each student with a disability who desires to be more socially included is paired with another student in the program who serves as an inclusion facilitator. Inclusion facilitators, who may be students with or without disabilities, serve as support and community companions during weekly community outings planned by each student pair. As part of their activities, participants learn to identify and remove or minimize the barriers to social inclusion, opening up opportunities for students with disabilities to participate in social activities during which friendships can naturally develop. The manual is designed to guide teachers and community organization staff in fully implementing the *Yes I Can* curriculum without additional specialized training. However, for those who desire additional support in implementing the program, technical assistance and on-site training for instructors are available from the *Yes I Can* program staff at the Institute.

Appendix E — Training Newsletters

Creative Training Techniques

Tips, tactics, and how-to's for delivering effective training. Available from:

Lakewood Publications
50 South 9th Street
Minneapolis, MN 55402
612/333-0471

Frontline Initiative

A newsletter for direct service professionals working with people with disabilities across various service settings. *Frontline Initiative* is available from:

National Alliance for Direct Service Professionals
Institute on Community Integration (UAP)
University of Minnesota
107 Pattee Hall/150 Pillsbury Drive SE
Minneapolis, MN 55455
612/625-1098

Impact

A newsletter of in-depth articles on best practices, philosophies, research findings, and personal experiences. *Impact* is available from:

Publications Office
Institute on Community Integration (UAP)
University of Minnesota
109 Pattee Hall/150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-4512

New Directions

The newsletter of the national resource center for paraprofessionals in education and related services. *New Directions* is available from:

Center for Advanced Study in Education
City University of New York.
25 W 43rd Street, Room 620N
New York, NY 10036
212/642 -2948

Paralink

A newsletter for paraprofessionals working with people with developmental disabilities in schools and community programs.

Institute on Community Integration (UAP)
University of Minnesota
430 Wulling Hall/86 Pleasant Street SE
Minneapolis, MN 55455
612/626-8233

Appendix F — Publishing Companies Featuring Disability Issues and Topics

Paul H. Brookes Publishing Co.
PO Box 10624
Baltimore, Maryland 21285-0624

SAGE Publications, Inc.
2455 Teller Road
Thousand Oaks, CA 91320

Springer-Verlag New York, Inc.
175 5th Avenue
New York, NY 10010

Sycamore Publishing Company
PO Box 133
Sycamore, IL 60178
815/756-5388

University Associates Publishers and Consultants/Pfeiffer
8517 Production Avenue
San Diego, CA 92121

Appendix G — Professional Training Organizations and Agencies

National

AAMR – American Association on Mental Retardation

PO Box 1202
Washington, DC 20013-1202
800/424-3688
202/387-1968
Fax 202/387-2193
E-mail aamr@access.digex.net

ANCOR – American Network of Community Options and Resources

4200 Evergreen Lane, Suite 315
Annandale, VA 22003
703/642-6614
Fax 703/642-0497

ARC – National

500 E Border Street #300
Arlington, TX 76010
817/261-6003
800/433-5255
Fax 817/277-3491
E-mail thearc@metronet.com

ASTD – American Association for Training and Development

1640 King Street, Box 1443
Alexandria, VA 22313-2043
703/683-8100
Fax 703/683-8103
E-mail info@astd.org

TASH – The Association for Persons with Severe Handicaps

29 W Susquehanna Avenue, Suite 210
Baltimore MD 21204
800/482-TASH
410/828-8274
Fax 410/828-6706
TDD 410/828-1306
E-mail tash@tash.org

State

Please look in your local phone book to obtain information about state and regional chapters of these organizations and agencies.

Other Training Projects and Centers

Human Services Research Institute

The Community Support Skills Standards Project
2336 Massachusetts Avenue
Cambridge, MA 02138
617/876-0426 ext 330
Fax 617/492-7401
E-mail mtaylor124@aol.com
Contact Marianne Taylor, Project Director

Minnesota Direct Service Training Initiative

Research and Training Center on Residential Services
and Community Living
University of Minnesota (UAP)
107 Pattee Hall/150 Pillsbury Drive SE
Minneapolis, MN 55455
612/625-1098
Fax 612/625-6619
E-mail hewitt002@maroon.tc.umn.edu
Contact Amy Hewitt, Project Coordinator

National Resource Center for Paraprofessionals in Education and Related Services

Center on Advanced Study in Education
25 W 43rd Street, Room 620N
New York, NY 10036
212/642-2948
Fax 212/719-2488
Contact Anna Lou Pickett, Director

Paraprofessional Training Project

Institute on Community Integration (UAP)
University of Minnesota
106 Pattee Hall/150 Pillsbury Drive SE
Minneapolis, MN 55455
612/626-7220
Fax 612/624-9344
E-mail walla001@maroon.tc.umn.edu
Contact Teri Wallace, Project Coordinator

Residential Direct Service Staff Project

Research and Training Center on Residential Services
and Community Living
University of Minnesota (UAP)
214 Pattee Hall/150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-6024
Fax 612/625-6619
E-mail larso072@maroon.tc.umn.edu
Contact Sherri Larson, Project Coordinator

PLUK – Parents, Let's Unite for Kids

1500 N 30th Street
Billings, MT 59101
800/222-7585
406/657-2055
Fax 406/657-2061
E-mail plukmt@aol.com
Contact Katherine Kelker

Rocky Mountain Resource and Training Institute

6355 Ward Road
Arvada, CO 80004

Specialized Training Program

University of Oregon
Eugene, OR 97403-1235
503/346-5513
Fax 503/346-5517
E-mail Rick_Albin@ccmail.uoregon.edu
Contact Rick Albin, Training Coordinator

Virginia Commonwealth University, School of Education/TAC

Box 842020
1015 W Main Street
Richmond, VA 23284-2020
800/828-1120
804/828-6947
Fax 804/828-7495
E-mail swilber@saturn.vcu.edu
Contact Sandy Wilberger

Appendix H — Training Curricula Evaluation Form and Instructions

Prepared by Amy Hewitt, Sheryl A. Larson, Janet Bast, David Fee, & K. Charlie Lakin • May 1996

Instructions

Instructions for completing this evaluation form will be found in the outer margins of each page. A brief description of the purpose of each of the main sections can be found adjacent to the beginning line of that section.

A Date completed ____________________

B Date entered ____________________

C Evaluator's initials ____________________

D Date verified ____________________

E Date eval updated ____________________

F PC review ____________________

A • Source Information

Source Information

This section contains information regarding the source of the training curriculum and whether additional training curricula are available from this source.

1 • *Reference*

A Title ____________________

____

B Date ____________________

C Author(s) ____________________

____

D Publisher ____________________

____

E Type of agency
- ☐ UAP
- ☐ DD council
- ☐ State agency
- ☐ Commercial publisher
- ☐ Other

2 • *Source*

A Contact name ____________________

____

B Complete address ______________________

____

____

C Phone number ______________________

D Toll-free number ______________________

E TDD number ______________________

F FAX number ______________________

Acquisition Info

This section provides information collected for a database of materials at the Institute on Community Integration. It is not necessarily applicable for other evaluators.

3 • *Acquisition Information*

A Contact name
for Initiative staff ______________________

B Date requested ______________________

C Date received ______________________

D Is material on loan? ☐ Yes ☐ No

E Date due ______________________

F Date returned ______________________

G Is this being revised? ☐ Yes ☐ No

H Date of revision ______________________

I Special conditions
for use of material ______________________

____

J Meets selection criteria:
☐ Publication date after 1986
☐ DD-specific content
☐ Direct care target audience

K Are other training titles available from this publisher?
☐ Yes ☐ No

L Are other training titles being prepared by this publisher?
☐ Yes ☐ No

M Comments

4 • *Supplementary Materials*

A Required materials ☐ N/A

B Title

C Publisher

D Other information

E Suggested but not required ☐ N/A

F Title

G Publisher

H Other information

5 • *Other Important Information/Instructions*
(e.g., special features, other considerations)

Other Important Information

This section notes any unique features of the materials.

6 • *Cost* ______ per ______

______ per ______

______ per ______

7 • *Length* *(number of pages/time)*

A Student materials ______

B Instructor materials ______

C Videotape ______

D Other ______

Estimated Time

Use the publisher's information if provided, otherwise use an estimate of the time needed to complete all of the training components.

8 • *Estimated Time to Complete Training*

______ Hours ______ Minutes

Series Information

This section provides relevant information regarding the curriculum as part of a series. If the material is part of a set developed by a publisher but did not have a series title, a series title was assigned based on the publisher's name.

B • Series Information ☐ N/A

A Series title ______

B Number of modules in the series ______

C Total series cost ______

D Estimated time to complete series ______

E Other titles in series ______

F Other series info

C • Descriptive Information

1 • *Type of Curriculum/Potential Instructional Formats*

Select only one primary format.

Self-paced	☐ *Primary*	☐ *Possible*
Trainer-facilitated	☐ *Primary*	☐ *Possible*
Train-the-trainer	☐ *Primary*	☐ *Possible*
Post-secondary course material	☐ *Primary*	☐ *Possible*

2 • *Target Audience*

Mark all that apply.

A *Learners*	B *Instructors*
☐ Academic students	☐ Faculty/academic instructor
☐ Professional	☐ Professional
☐ First line supervisor	☐ First line supervisor
☐ Paraprofessional/direct care	☐ Paraprofessional/direct care

3 • *Consumer Diagnosis*

Mark all that apply.

☐ MR/DD
☐ Mental illness
☐ Physical disability
☐ Elderly
☐ Other (please specify)

4 • *Settings*

Mark all that apply.

☐ Residential (out of home)
☐ Residential (in home)
☐ Vocational
☐ Recreational
☐ Medical
☐ Appropriate across all settings
☐ Other (please specify)

Descriptive Info

This section provides general descriptive information about the curriculum.

Type of Training

Complete descriptions of these formats can be found at the end of this form.

Target Audience

Academic: *Students in a university, college, technical school, or formal post-secondary academic setting.*

Faculty: *Faculty or instructors at one of the above settings.*

Professional: *Agency training personnel; agency managers, administrators, or other professionals with specific credentials (e.g., RN/LPN).*

Paraprofessional: *Direct service staff in residential, vocational, school, or other settings. This may also include parents or other non-degreed persons who interact directly with people with developmental disabilities.*

First Line Supervisor: *Provides direct supervision to direct service staff members.*

Topics and Issues

A full list of topics appears at the end of this evaluation form.

Intended Use

Pre-service: *Training provided prior to beginning direct service employment; usually provided in a post-secondary academic setting.*

Orientation: *Training provided by the employer, or by a trainer contracted by the employer, prior to working first direct service shift or during the first months of employment.*

Continuing Ed: *Training provided by someone other than the employer. Often this training is required to maintain professional licensure or certification.*

Inservice: *Training required or suggested by the employer; usually focuses on one topic.*

Training Seminar: *Training required or suggested by the employer; usually longer than eight hours in length.*

Staff Development

This question asks if learners who complete this training receive credit toward an academic degree, licensure, or a specific certification or whether completing this training leads to pre-defined promotional opportunities.

Stated Goals

List the goals or objectives specified in the materials. If none are specified, list the major topics addressed (sometimes taken from the section headings or table of contents).

---

5 • *Consumer Age Group*
Mark all that apply.

☐ All ages
☐ Infant/toddler (0–3 years)
☐ Children (4–17)
☐ Adults (18–64)
☐ Older adults (65+)

6 • *Topics and Issues*
Mark all that apply.

☐ Administrative/mgt issues
☐ Case mgt/service coordination
☐ Challenging behavior
☐ Community integration
☐ Early intervention
☐ Education
☐ Employment/day services
☐ Family supports
☐ Health care/safety/emergency
☐ Human sexuality
☐ Individual assessment
☐ Intervention/treat/program
☐ Intro to MR/DD
☐ Legal/self-adv/rights
☐ Medical issues
☐ Personal care needs
☐ Physical special needs
☐ Public policy/planning
☐ Residential services
☐ Sensory/communication
☐ Serv. to persons who are elderly
☐ Staff development
☐ Other (please specify) ______________________

7 • *Intended Use of Materials*
Mark all that apply.

☐ Pre-service
☐ Orientation
☐ Continuing ed (at other site)
☐ In-service (on site, 8 hr max)
☐ Training seminar
☐ Other ______________________

8 • *Staff Development*

Does the material support staff development/career opportunities?

☐ Yes
☐ No

9 • *Stated Goals and Objectives and/or General Overview of the Content*

____

____

____

____

____

____

D • Competency-based Training

1 • *Competency Measures*
Mark all that apply.

☐ No competency measures are included in the material

☐ Performance/skill demonstration throughout training session
Example: The participant is asked to demonstrate new skills to peers and/or the instructor during the training session.

☐ Performance/skill demonstration at the end of the training session
Example: The participant is asked to demonstrate new skills to peers and/or the instructor at the end of the training session.

☐ Performance/skill demonstration following training session at the work site
Example: The participant is asked to demonstrate new skills to his or her supervisor after returning to the work site.

☐ Written pre-test

☐ Written post-test

☐ Written exercises/assignments throughout training
Example: The participant is asked to stop during training and answer questions or complete short assignments.

☐ Attitude questionnaire
Example: Participants are asked to complete a questionnaire regarding their opinion about the training they received.

☐ Other (please specify) ______________________

Competency-based Training

This section evaluates strategies to define the skills to be learned and to measure whether a particular learner has mastered those skills. It also refers to whether mastering the content of the training material would enable the learner to achieve the stated goals and objectives.

Quality of Objectives

This question measures the quality of the stated objectives. Strong materials have both objectives and outcome measures of good quality. Adequate materials lack one or the other or they are of poor quality. Weak materials have neither.

Match Between Objectives

Strong materials have both objectives and outcome measures which are consistent with the content. Successful completion of the outcome measures indicates mastery of the skills. Adequate materials have both but the outcome measures may not be consistent with the objectives and the content is partially consistent with either. Weak materials either have no objectives or competency measures, or the content of the training does not relate to the objectives or outcome measures.

Comments

The following sections have spaces in which to summarize the major strengths and weak-nesses. If the materials have an overall strength or weakness, note the primary reasons why.

Examples and Experiential Components

This section refers to whether the material suggests or requires specific application of knowledge in the work setting. Strong materials usually use examples and describe activities in which learners had to perform a skill on the job and then receive feedback from the instructor. Materials including practicums are rated

[Continued on p. 239]

2 • ***Explicitly Stated Goals and Objectives***

☐ Yes ☐ No

3 • ***Quality of Objectives and Outcome Measures***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

4 • ***Match Between Objectives and Outcome Measures***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

5 • ***Comments***

A • Strengths

B • Weaknesses

6 • ***Overall Rating for Competency-based Training***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

E • Examples and Experiential Components

1 • ***Provides Real Life Examples***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

2 • ***Experiential/Hands-on Components***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

3 • ***Transfer of Knowledge/Skill to Actual Work Environment***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

4 • ***Comments***

A • Strengths

B • Weaknesses

5 • ***Overall Rating for Examples and Experiential Components***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

F • Content Validity

1 • ***Extent to Which Curriculum Has Been Piloted and Modified to Reflect Results of Pilot Test***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

2 • ***Research Evidence to Support Validity***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

3 • ***Database to Support Content (current references cited throughout)***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

[Continued from p. 238]

high in this area. Acceptable materials use examples common to work settings and describe activities or discussion questions that require participants to relate the concept to the work setting.

Experiential Components

This question focuses on the extent to which there is an opportunity to practice skills during training and receive feedback/supervision (e.g., practicum or exercises at worksite).

Transfer of Knowledge

This question focuses on the extent to which the curriculum forces a transfer of information/skill to the work environment (e.g., competency demonstration at the worksite, completion of written exercises related to work environment).

Content Validity

This refers to validity of the curriculum and its effectiveness in achieving desired outcomes.

Extent... Piloted

Strong curricula are systematically pilot tested and are reviewed by experts in the content area. The results are used to modify and update the content.

Research Evidence

This question asks whether the authors specifically tested the content to ensure the information provided assists learners in developing the skills the content was designed to cover, and how effective the results indicate the material is.

Database

This question asks whether references published within five years of the publication date are cited throughout to support the content.

4 • ***Comments***

A • *Strengths*

B • *Weaknesses*

5 • ***Overall Rating for Content Validity***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

Comprehensiveness

This section refers to how thoroughly the materials cover the information they claim in the title in text to cover. It includes whether enough information is provided to enable learners to meet the stated objectives.

G • Comprehensiveness

Comprehensive Within

This question asks whether the content is accurate and thorough enough to meet the stated objectives and does it reflect contemporary service values or philosophies.

1 • ***Comprehensive Within and Across Topics***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

2 • ***Training Material Covers Federal / State Regulated Content***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

Availability of Supplementary...

This question asks whether supplementary resources published within the past five years are identified.

3 • ***Availability of Supplementary Training Resources***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

4 • ***Appropriateness for Different Types of Providers***

☐ Strong ☐ Weak
☐ Adequate ☐ Other

5 • ***Comments***

A • *Strengths*

B • *Weaknesses*

6 • ***Overall Rating for Comprehensiveness***

☐ Strong ☐ Weak
☐ Adequate ☐ Other ____________

Appropriateness

This question asks whether the materials are appropriate to train staff working in different sizes and types of service setting and whether they could be used effectively by agencies that provide services in a single site versus several scattered sites.

H • Quality of Learner Instructions

1 • ***Prerequisites for Learners (as noted in curriculum)***

Mark all that apply.

☐ Direct service experience
☐ Academic degree or certification
☐ Previous training on this topic
☐ Previous experience with persons having a particular characteristic, need or disability
☐ Previous training on other topics
☐ Other (please specify) ____________

2 • ***Quality of Directions to the Learner on How to Proceed through the Student/Trainee Materials***

☐ Strong ☐ Weak
☐ Adequate ☐ Other ____________

Quality of Learner Instructions

This section refers to the quality of directions provided to learners on how to proceed through the materials. It is only scored for self-paced or trainer-facilitated materials or when there is an attempt to provide such instructions.

Quality of Directions

Strong materials provide good directions. Adequate materials provide directions but getting through the material is difficult. Weak materials lack instructions.

3 • *Comments*

A • *Strengths*

B • *Weaknesses*

4 • *Overall Rating for Learner Instructions*

☐ Strong
☐ Adequate
☐ Weak
☐ Other ____________

Quality of Instructor Instructions

This section refers to the quality of directions provided to those who teach the content covered in the materials to others. This category is not scored when the materials are solely for self-paced use, unless the materials specifically provide instructions for the instructor.

Quality of Direction

Strong materials provide good directions. Adequate materials provide directions but getting through the material is difficult. Weak materials lack instructions.

I • Quality of Instructor Instructions

1 • *Qualification of Instructor (as noted in curriculum)*

Mark all that apply.

☐ Direct service experience
☐ Content area expertise
☐ Training experience
☐ Previous experience with persons having a particular characteristic/disability
☐ Academic degree/certification
☐ Supervisory/management experience
☐ Completion of a train-the-trainer course
☐ Other ____________

2 • *Quality of Direction to the Instructor on Using the Materials*

☐ Strong
☐ Adequate
☐ Weak
☐ Other ____________

3 • *Do the materials specify the instructional materials needed?*

☐ Yes ☐ No

4 • *Do the materials specify strategies to manage learner motivation?*

☐ Yes ☐ No

5 • *Do the materials specify the conditions for best learning?*

☐ Yes ☐ No

6 • *Comments*

A • *Strengths*

B • *Weaknesses*

7 • *Overall Rating for Instructor Instructions*

☐ Strong ☐ Weak
☐ Adequate ☐ Other

J • Adaptability for Individual Instruction

1 • *Are strategies to accommodate individual differences noted?*

☐ Yes ☐ No

2 • *Ease of Use*

☐ Strong ☐ Weak
☐ Adequate ☐ Other

3 • *Graphics / Production Quality of Written Materials (e.g., legibility/readability of type, reproduction qualities)*

☐ Strong ☐ Weak
☐ Adequate ☐ Other

4 • *Terminology (reading level of materials for target audience)*

☐ Strong ☐ Weak
☐ Adequate ☐ Other

Adaptability for Individual Instruction

This section refers to the extent to which the material accommodates learners with varying abilities and experiences, who work different shifts, or who work in scattered sites. Materials that could easily be adapted to be used in different formats or with different groups of learners are scored higher.

Ease of Use

Strong materials feature clear and straight-forward design (e.g., sequence, format, design). Adequate materials are not as clear but are decipherable. Weak materials are difficult to use.

Graphics / Production

Strong materials contain many good graphics and the written material is easy to read and reproduce. Adequate materials have fewer graphics but are still legible and can be reproduced. Weak materials are difficult to read and/or reproduce.

Terminology

Strong materials have simple and easy to understand language. Adequate materials contain some technical language but are understandable. Weak materials use many technical words.

Overall Design

Strong materials accommodate differences in learning styles, work schedules, and pre-existing knowledge. Adequate materials accommodate some, while weak ones contain no information on how to accommodate the above differences.

5 • *Overall Design of the Learning Activities for Individualized Instruction (e.g., ability to accommodate varied learning styles, work schedules, life styles)*

☐ Strong
☐ Adequate
☐ Weak
☐ Other

6 • *Comments*

A • *Strengths*

B • *Weaknesses*

7 • *Overall Rating for Adaptability for Individual Instruction*

☐ Strong
☐ Adequate
☐ Weak
☐ Other

Variety of Instructional Modes

This section refers to the extent to which different teaching strategies are used to present materials.

K • Variety of Instructional Modes

1 • *Instructional Strategies Used*

Mark all that apply.

- ☐ Case studies
- ☐ Small discussion groups
- ☐ Role-play
- ☐ Games
- ☐ Lecture
- ☐ Panels/guest speakers
- ☐ Self-paced learning package
- ☐ Demonstration/modeling
- ☐ Fieldwork (pract./intern)
- ☐ Practice exercises
- ☐ Classroom discussion
- ☐ 1 to 1 instruction
- ☐ Follow along materials
- ☐ Other

2 • *Type of Materials*

Mark all that apply.

- ☐ Student workbook/manual
- ☐ Slide/film
- ☐ Videotape
- ☐ Handout masters

☐ Transparency masters
☐ Instructor's manual
☐ Syllabus
☐ Computer program
☐ Other

3 • *Comments*

A • *Strengths*

B • *Weaknesses*

7 • *Overall Rating for Use of Multiple Modes of Instruction*

☐ Strong
☐ Adequate
☐ Weak
☐ Other

L • People-first Language / Freedom from Bias

1 • *Degree of Freedom from Bias with Respect to Gender*

☐ Strong
☐ Adequate
☐ Weak
☐ Other

2 • *Degree of Freedom from Bias with Respect to Culture, Nationality, or Race*

☐ Strong
☐ Adequate
☐ Weak
☐ Other

3 • *Degree of Freedom from Bias with Respect to Disability/People-first Language*

☐ Strong
☐ Adequate
☐ Weak
☐ Other

Overall Rating for Use

Strong materials feature three or more modes of instruction, at least one of which requires active learner involvement (e.g., role-play, discussion, self-paced materials). Adequate materials use two modes of instruction (at least one requires active learner involvement with the material). Weak materials feature only one mode and learners are not required to directly interact with the material.

People-first Language

Materials that use stigmatizing labels for people with disabilities are rated as weak in this area. This category also addresses whether the material is free from racist and sexist remarks and writing styles.

Degree of Freedom with Respect to Gender

This question asks whether the materials use gender-neutral language, include both male and female examples, and avoid stereotypes for gender roles).

Degree of Freedom with Respect to Culture

Uses examples from various ethnic groups; material discusses issues related to cultural differences regarding topic at hand; avoids stereotypes related to various cultures.

Degree of Freedom from Bias with Respect to Disability

Uses non-labeling language throughout; avoids stereotypes of people with disabilities.

4 • *Comments*

A • *Strengths*

B • *Weaknesses*

5 • *Overall Rating for Freedom from Bias*

☐ Strong ☐ Weak
☐ Adequate ☐ Other ______

Normalization / Inclusion

This section reviews whether the content is consistent with contemporary values and philosophies of services to people with developmental disabilities.

M • Normalization / Inclusion

Training Materials Apply

This question asks whether the materials promote choices, individual growth, assertive-ness, rights, and control of personal resources or belongings. All the examples and content in strong materials reflect the principle of self-determination. Adequate materials do not emphasize self-determination but make no blatant errors in this regard. Weak materials are very inconsistent with the principle of self-determination.

1 • *Training Materials Apply Principles of Self-Determination for Individuals with Disabilities and/or their Families*

☐ Strong ☐ Weak
☐ Adequate ☐ Other ______

Training Materials Promote

This question asks whether the materials promote community integration/inclusion, age appropriate activities, independence and interdependence, and natural supports/interventions. Adequate materials do not emphasize these values but make no blatant errors in this regard. Weak materials are blatantly inconsistent with the values stated above.

2 • *Training Materials Promote Value-based Services*

☐ Strong ☐ Weak
☐ Adequate ☐ Other ______

3 • *Comments*

A • *Strengths*

B • *Weaknesses*

4 • *Overall Rating for Normalization / Inclusion*

☐ Strong	☐ Weak
☐ Adequate	☐ Other

N • Overall Quality

1 • *Overall Strengths and Weaknesses*

A • *Strengths*

B • *Weaknesses*

Overall Strengths and Weaknesses

If strengths or weaknesses were noted in one or more categories, summarize why in several sentences. If the module has an overall strength or weakness in several categories, note the primary reasons.

Overall Quality

This question asks for a summary judgment of the overall excellence of the material. Information from the entire evaluation was combined to determine the usefulness of the material for training direct service staff members. The materials were evaluated on a five-point scale from Excellent, Very Good, Good, Fair to Poor. Materials judged to be fair or poor in quality were excluded from this guide.

2 • Overall Quality / Rating

☐ Excellent
☐ Very Good
☐ Good
☐ Fair
☐ Poor

Training Topics

Administrative and Management Issues

- Administrative planning
- Board of governance
- Budgeting/fiscal management
- Communicating
- Computer technology
- Contract language
- Coordinating services
- Corporate development
- Disciplinary issues
- Employee/consumer counseling
- Employee evaluation
- Fund raising
- Leadership and motivation
- Minority issues
- Organizational change
- Personnel management
- Personnel policy
- Program evaluation
- Program promotion
- Public relations
- Quality assurance
- Recruitment/hiring/termination
- Staff supervision techniques
- Training staff and consultants
- Work plans

Case Management and Service Coordination

- Accessing generic services
- Accessing specialized services
- Interagency coordination/issues
- Interdisciplinary team process
- Personal futures planning
- Systems change
- Service planning

Health Care, Safety, and Emergency Issues

- AIDS
- CPR
- Defensive driving
- Dental care
- Fire and weather safety
- First aid
- Gastrostomy care
- Handling medical emergencies
- Health care routines
- Hepatitis B
- Meal planning and preparation
- Medication administration
- Medication side effects
- Nutrition
- Psychotropic medication
- Sanitation and infection control
- Seizures and illnesses
- Tracheostomy care

Individual Assessment

- Assessment instruments
- Assessment strategies
- Functional analysis
- Measurement issues
- Screening
- Task analysis

Individual Special Needs

Challenging Behavior

- Dual diagnosis (MR/MI)
- Emergency/controlled procedures
- Positive interventions
- Substance abuse/alcohol

Human Sexuality

Parents with DD

Personal Care Special Needs

- Eating/feeding

Physical Special Needs

- Assistive technology and devices
- Environmental adaptations
- Lifting
- Positioning and handling

Sensory and Communication Needs

- Augmentative communication
- Orientation and mobility
- Sensory integration training
- Sign language/braille

Intervention / Treatment / Programming

- Behavior modification
- Data collection and management
- Individual program design
- Instructional strategies
- Program development
- Program implementation
- Program maintenance
- Program management
- Prompting strategies
- Program writing
- Record keeping
- Report writing
- Selection and use of training materials
- Writing goals and objectives

Introduction to Developmental Disabilities

- Community integration/LRE
- Deinstitutionalization
- Disability information/awareness
- Historical perspective
- Human growth and development
- Information referral/direction services
- Overview of specific disabilities
- Overview of service delivery systems
- Normalization
- Philosophical issues
- Quality of life
- Terminology

Issues in Service Delivery

Community Integration and Participation
- Recreation and leisure
- Social networks, participation
- Transportation/community mobility

Early Intervention

Education
- Inclusive education
- Outcome based education

Employment/Adult Day Services
- Business theory
- Career planning
- Client scheduling
- Employer negotiation
- Employment models
- Follow along and monitoring
- Generalizing work opportunities
- Job and job site analysis
- Job development and modification
- Job match
- Job placement
- Job site training
- Labor market analysis
- Maintaining access to employment
- Marketing
- Production management
- Proposal/contract development
- Rehabilitation technology
- Resource development
- Rural employment
- Supervisor/coworker advocacy
- Supported employment
- Vocational training
- Wage and hour

Family Supports
- Communicating with families
- Counseling families
- Parent/family advocacy
- Parenting
- Sibling support
- Working with families

Medical Issues
- Diagnosis/prescription
- Genetics
- Health care
- Identification
- Mental health/counseling
- Prenatal services
- Prevention

Residential Services
- Activities of daily living
- Community acceptance
- Community living
- Foster care
- Home management
- Independent living
- Respite Care
- Supported living

Services to Persons Who Are Elderly

Transition from School to Adult Roles

Legal Issues, Self-Advocacy, and Individual Rights

- Advocacy
- Child neglect and abuse
- Consumer empowerment
- Data privacy issues
- Disability rights
- Guardianship
- Legal rights/criminal justice
- Self-advocacy
- Self-determination
- Special needs adoption
- Vulnerable adults

Public Policy / Planning

- Laws (e.g., ADA training)
- Public programs and services
- Rules and regulations for provision of services

Staff Development

- Assertiveness training
- Conflict resolution
- Ethical issues and standards
- Interpersonal skills
- Job-seeking skills
- Paraprofessional roles and responsibilities
- Problem solving
- Stress management
- Teamwork
- Time management

Instructional Formats

- ***Self-paced:*** These materials are written primarily for direct service staff members and can be used by employees without a supervisor present. Examples include self-paced texts the employee reads before completing written exercises that are graded by a supervisor.
- ***Trainer-facilitated:*** These materials are written for both trainers and direct service staff. These are best used when a trainer is present and actively involved in the training session. These materials do not recommend or require that the trainer receive specific instruction on their use before using them with direct service staff members. Examples include workbooks, lecture notes, and videotapes with discussion sections a trainer must lead.
- ***Train-the-trainer:*** These materials are written primarily for trainers and are best used when trainers receive direct instruction on their use before teaching the material to direct service employees. Many of these materials, however, can also be used without this prior instruction. Examples include curricula designed by University Affiliated Programs to be taught first to trainers and then by the trainers to direct service staff members.
- ***Post-secondary education curriculum:*** These materials are written primarily for trainers in post-secondary settings to teach direct service staff or their trainers. These materials are usually taught during a specific interval (i.e., semesters or quarters) and are often used for pre-service training. Examples include syllabi and course readings for a technical institute class.

Each evaluation identifies instructional formats for the material and each identifies the format best suited to the material in ***bold italics.***

Training Curricula Evaluation Form

Research and Training Center on Residential Services
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